## Early Childhood Carc & Education Class XII

**CENTRAL BOARD OF SECONDARY EDUCATION** Academic Unit, Shiksha Sadan, 17, Rouse Avenue, New Delhi-110 002



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### Early Childhood Care & Education

Class XII

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### PATRONS:

Shri Manoj Ahuja, IAS, Central Board of Secondary Education

### **GUIDANCE AND SUPPORT:**

**Dr. Biswajit Saha**, Director (Skill Education & Training), Central Board of Secondary Education **Dr. Joseph Emmanuel**, Director (Academics), Central Board of Secondary Education

### **CONTENT REVIEWED BY:**

Dr. Indira Bhardwaj, Dean Vivekanand School & Business Studies

### **CONTENT PREPARATION TEAM:**

Dr. Tripti Bassi, Assistant Professor, Department of Elementary Education, Lady Shri Ram College for Women
Ms Fariha Siddiqui, Assistant Professor, School of Vocational Students, Dr B R Ambaedkar University Delhi
Ms Jyoti Arora, Principal, Mount Abu Public School, Rohini, New Delhi
Ms Sruti Aggarwal, Coordinator- Rajkumari Amrit Kaur Child Sudy Centre, Lady Irwin College
Ms Pooja Gupta, Principal, Spring Days School, Ashok Vihar, Delhi
Ms Sunita Arora, Principal, Delhi Public School, Howrah

### VALUE ADDER, CURATOR AND CO-ORDINATOR:

**Shri Ravinder Pal Singh,** Joint Secretary, Skill Education Unit, Central Board of Secondary Education **Ms Moushumi Sarkar,** Deputy Secretary, Skill Education Unit, Central Board of Secondary Education

### **INITIAL DRAFT PREPARTION and EDITING TEAM:**

**Sh. Amrita Pal Singh,** Deputy Director, DGT, Ministry of Skill Development & Entrepreneurship, Delhi **Sh Harshit Mishra,** Deputy Adviser, NITI Aayog, Delhi

**Prof Rekha Sharma Sen,** Professor, Faculty of Child Development, School of Continuing Education, Indira Gandhi National Open University, New Delhi

**Dr Vinita Bhargava,** Assistant Professor, Human Development & Childhood Studies , Lady Irwin College, University of Delhi

**Ms Fariha Siddiqui,** Assistant Professor, School oof Vocational Students, Dr B R Ambaedkar University Delhi **Dr Megha Aggarwal,** Sr Manager, Health Sector Care

**Dr Tripti Bassi,** Assistant Professor, Department of Elementary Education , Lady Shri Ram College for Women **Mrs Geeta Varshneya,** Education Director , Shree Ram Global School, Noida

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Mount Abu Public School

### **ILLUSTRATION IN THE BOOK**

Spring Days School, Ashok Vihar, Delhi



Early Childhood Care and Education (ECCE) is a domain of critical concern and also a major theme in contemporary education scenario. The National Education Policy (NEP) 2020 highlights that ECCE serves as the 'foundation of learning', being crucial for children's overall development, health and well-being. Even in present times, a large number of economically and socially disadvantaged children are out of the purview of ECCE. It is clearly stated that universal provisioning of quality early childhood development, care and education must be achieved at least by 2030 so that all students entering Grade First are school ready.

The rights of children below six can be realised through such initiatives and focused practices. In ECCE, both the age groups of 0-3 years and 3-6 years are crucial and require attention. Giving primacy to this sphere, the NEP 2020 has included it to ensure a strong base of Early Childhood Care and Education from age 3. The Eighty-Sixth Constitution Amendment Act 2002 in Article 45 of Indian Constitution (the Directive Principle of State Policy) states that "The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years". ECCE becoming a Fundamental right may not be a distant reality. In this light, the Central Board of Secondary Education (CBSE) has started a skill-based course on Early Childhood Education. ECCE will prepare the students to teach children of nursery and kindergarten classes through Montessori, happy education or any other system of child-centric education. It shapes the knowledge and vision of early childhood educators to create an upsurge in child-centric methods of learning.

The success of this vision depends on the school principals and teachers and the way they can encourage their students to understand, realize and adapt it according to their social realities. The creativity of students, their inquisitiveness, empathy with and sensitivity towards children will be crucial in ensuring access and achieving success. Simultaneously, children need to be treated as active learners who can contribute to the process of knowledge construction based on their socio-cultural contexts. Textbook should be seen as indicative and along with it supplementary resources and sites of learning should be used to create new experiences to enrich the existing body of knowledge.

This textbook for Early Childhood Care and Development has been prepared to ensure participatory learning wherein the teacher is not just a transactor of knowledge but also a creator of knowledge. The students need to be encouraged as agents and not subjects so as to connect the content with their life experiences to make the learning an enriching and joyful journey. The focus here is on making the children's learning free from burden and more activity-oriented. The Comic Book series along with the main textbook is meant to provide another useful resource which helps in perspective-building in a contextualised manner. Overall, this textbook provides scope for activities based on hands-on learning, group-based work, field work, reflective and critical thinking. The textbook is designed to address the framework of child development and orient students to the content keeping such intricacies central.

The CBSE greatly values the effort and contribution of the Textbook Development Committee in developing this textbook. We are grateful to academicians, teachers, principals and practitioners of various institutions for their contribution in developing this work at various stages.

As an organization devoted to quality education, we welcome feedback and suggestions to enable us to further revise and review this textbook.

Chairman Central Board of Secondary Education

### THE CONSTITUTION OF INDIA

### PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a <sup>1</sup>[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC] and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the<sup>2</sup> [unity and integrity of the Nation];

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949, do **HEREBY ADOPT**, **ENACT AND GIVE TO OURSELVES THIS CONSTITUTION**.

1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)

2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation" (w.e.f. 3.1.1977)

### THE CONSTITUTION OF INDIA

**Chapter IV A** 

### **FUNDAMENTAL DUTIES**

### **ARTICLE 51A**

Fundamental Duties - It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- <sup>1</sup>(k) who is a parent or guardian to provide opportunities for education to his/her child or, as the case may be, ward between age of six and forteen years.

Ins. by the constitution (Eighty - Sixth Amendment) Act, 2002 S.4 (w.e.f. 12.12.2002)

### भारत का संविधान

### उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण <sup>1</sup>प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,

विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,

प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए

तथा उन सब में व्यक्ति की गरिमा

<sup>2</sup>और राष्ट्र की एकता और अखंडता सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई॰ को एतद्द्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

संविधान ( बयालीसवां संशोधन ) अधिनियम, 1976 की धारा 2 द्वारा ( 3.1.1977 ) से "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।
 संविधान ( बयालीसवां संशोधन ) अधिनियम, 1976 की धारा 2 द्वारा ( 3.1.1977 ) से "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।

भाग 4 क

मूल कर्तव्य

51 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणी मात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले;
- <sup>1</sup>(ट) यदि माता–पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।
- 1. संविधान ( छयासीवां संशोधन ) अधिनियम, 2002 की धारा 4 द्वारा प्रतिस्थापित।



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# Unit 1

Foundations of Child Development (3 - 6 years)

-earning Objectives

Chapter 1- Relationship between play, learning and development
Chapter 2 - Needs of the child
Chapter 3- Sensory, Physical and Motor development milestones
Chapter 4 Cognitive Development
Chapter 5- Language Development
Chapter 6- Socio- Emotional Development

### After reading this chapter the students will be able to:

- Comprehend the stages of early child development from physical, cognitive, social, emotional and language development
- 2. Analyze all the physical, cognitive, social, emotional and language development patterns in a child
- 3. Decipher specific ways to improve the development path for children
- 4. Assess for any abnormality in the development patterns in any child



### **INTRODUCTION**

Consider a typical day in one's life. We start our day with consumption of different sorts of products from the moment we wake up in the morning to the time we go to bed. We normally start our day by taking bath, the soap and shampoo that we use. The breakfast we take might be a parantha, bread, butter, milk, tea or juice. The cloth we drape in. We may be using public and private transport for commuting to go to schools or workplace. The use of gadgets throughout the day, the television shows we watch for entertainment, the books and newspaper or information material we read, the bed mattress we sleep on and the list of products we use are endless. The entire day we consume different sorts of products. Have we ever thought of where do these products come from? Who manufactures them? How does the product reach us and how have we come to know about the product's consumption?

There are three classes involved in the complete process of consumption i.e, the manufacturer or producer, marketer and the end user. A manufacturer is someone who makes products in a factory; anything from a needle to a plane. A producer is someone who makes the product but not in a factory. For example, a farmer is a producer of fruits and vegetables. On the other hand, marketer is someone who performs various activities to facilitate exchange of goods and services between the producers or manufacturers and users (consumer) of the product. End user is a person who ultimately uses or intends to use the product also known as consumer.

For example 'Fiama Di Wills soap', 'Engage deo', 'Aashirvaadaata', 'Sunfeast biscuits', 'Bingo snacks', 'Yippee noodles', 'B Natural juices', 'John player' and 'Miss player cloths' are manufactured by Indian Tobacco Company (ITC) and marketed by ITC too. But there can be different set of manufacturers and marketers like 'Good Day Crunches' is manufactured by J.B.Manghram Food Pvt. Ltd but marketed by Britania. Similarly 'Polo mint candy' brand with a hole in the middle is manufactured by Makson Pharmaceuticals but marketed by Nestle India. Thus, Britania and Nestle are marketer's but not manufacturers of the products. These firms undertake various activities to stimulate the demand of their products and earn profit by meeting customers' needs and wants. These firms perform various activities by the marketers to facilitate exchange of goods and services between the producer and consumer called marketing activities. We as consumers might know the marketer's name as that what is popularly known.

### Activity 1

Pick out products that you consume on every day basis. It can be from chewing gum to a car. Find out is the manufacturer and marketer the same. Mention at least 10 products with the (i) same marketer and manufacturer and (ii) different marketer and manufacturer.

### SESSION 1: Introduction to Concept and Definition of Marketing

The term marketing has been described by different people in different ways. For some it is a fun activity of 'shopping', for some it is shopping along with entertainment. There are others who question, does marketing mean selling? Some of us believe marketing starts after selling; we believe 'selling' is merely where a salesman is required to sell. However, selling is a part of marketing, selling includes selling of goods, services and ideas. Marketing is a broader term and selling is one of the functions of marketing. Some people question does marketing mean advertising? Marketing undoubtedly includes advertising; the main role of advertising is to 'communicate'. But marketing is much bigger than advertisement. Does marketing mean distribution? The answer is same as in the above mentioned cases thus the product that reaches us

### Foundations of Child Development (3 - 6 years)

Early childhood years are the basic foundational years in a child's life. These are also called as building blocks of human life. They play the most important role in the development of a human being.

These years are marked from the conception to eight years. They are categorised into 3 stages i.e.

- 1. Beginning years (0-3 years) are called as the critical period because it is important for the brain functioning and development. For this the child needs good they are health, care, secure emotional attachment to a primary caregiver and stimulation.
- 2. In 3-6 years the child develops certain skills such as pre-literacy and pre-numeracy and engages in group activities, gains a stronger sense of self, explores, play with peers, and builds confidence; this is the stage when children, benefit the most from participating in preschool activities.
- 3. By the age of 6 children are ready to participate in formal education in primary school. It is generally believed, if the transition from preschool to school between the ages of 6-8 is smooth, children are likely to get into the rhythm of schooling with greater ease and achieve and succeed in formal education whereas difficulty in transition leads to poor adjustment and inadequate development.

In early years the child is considered as a vulnerable. These years are of immense vulnerability and opportunity. What is accomplished or unaccomplished during these special years can have a life-long impact on the individual's health, behaviour, ability to form relationships and success in education and employment

Early childhood lays the foundation for health, learning and behaviour across the life course. During the first years of life children transform from a vulnerable, dependent and helpless newborn to walking, talking, and active problem-solving individuals.

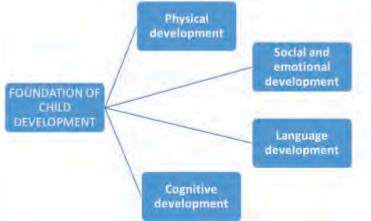
This vivid process & change occurs due to the complex interaction between nature and nurture, genes and environment. The nurturing qualities of the environment and the human relationship with parents, caregivers, family and community plays one of the most significant and lasting impact on children's development. Child development is the period of tremendous growth and development that begins at birth and continues through early adulthood. Individual differences play most important role in child development, children develop similar abilities, but at different pace, depending on their genetic background and environmental conditions.

Pre- conception factors such as the mother's age, health, and mental status also influence the child's development. The environment in which children are reared tends to influence whether they will develop a sense of curiosity, enthusiasm for learning and confidence in themselves. Development is a lifelong process. Children begin developing at prenatal stage in mother's womb and continue to adulthood (Alexis Aiger 2017), the successful completion of developmental milestones help a child to reach her/his full potential.

In early years children develop in several areas or domains. In general, these domains include:

 Physical development - that includes developing control over body movements and coordination. Developmental processes are generally known as gross and fine motor development. Gross motor development/Big muscles (e.g. those that are in the back and legs and necessary for running, jumping and climbing stairs) and Fine motor development/small muscles (e.g., those that are in the fingers and necessary to pick up small objects or hold a pencil, colouring, tearing and pasting)

- Social and emotional development human being is a social animal and a child develops social and emotional skills at an early age only. Young children learn to make friends, participate in group activities, show empathy for others, cooperate, and understand the concepts of taking turns and right/wrong as well as social rules i.e. what is acceptable and not acceptable in social situations. Children also develop confidence, self-esteem and emotional control.
- **Cognitive development** it is also known as intellectual development. It refers to the ability to learn and think rationally and in a more logical manner. In the early years, children develop interest and learn to ask questions like "when?" and "why?" it enhances their thinking skills, attention span, memory skills etc. Cognitive development is all related to brain
- Language development language development includes child's skills to understand the spoken words and express her/himself verbally. During the early years children go through a process of language development i.e. from cooing to babbling and from babbling to speaking one or two words to speaking in full sentences. The child develops an interest for listening stories.



### CHAPTER 1

### Relationship between play, learning and Development

### After reading this chapter the students will be able to:

Comprehend the process of learning through playing games

Evolve ways to make learning interesting using games

Study the learning and growth patterns of children while they are playing games

Identify specific patterns for specific children who need more attention than others

### 1.1 Introduction

There is a positive relationship between play, learning and development. It helps in building self-esteem by giving a child a sense of his or her own abilities.

Play is very important for a child's development; it is an essential part of a child's Early Years Foundation Stage and supports her/his learning too. Through play children can develop many skills such as:

They may develop their:

- Language Skills
- Emotional Skills
- Creativity Skills
- Social Skills.

### Play helps to foster imagination and give a child a sense of exploration. Through this, they can learn essential skills such as problem solving, working in collaboration, sharing, empathy, turn taking and many more.

In turn, play helps them to develop the ability to memorize, concentrate and recognize. Providing children with a range of play material will help them learn in a number of ways:

Environmental Concepts and Numeracy can be learned through sand and water play

For e.g. Learning that water is of liquid state, and that it can be measured in different sized containers.



### 1.1 Introduction

- 1.2 The importance of play
- 1.3 Learning through play (3-5 years)
- 1.4 Children learn critical skills and develop as they play



- https://www.youtube.com/watch?v=TQoskH3lKgI
- Playing with clay, drawing and painting pictures, dressing up, playing with dolls can encourage creativity, imagination and expression of feelings as well as emotions.

https://parenting.firstcry.com/articles/top-30-activities-for-5-year-old-children/

- Building blocks, puzzles and building perceptions can help in recognizing different shapes and sizes, putting things in sequence and developing logic.
- Playing ball games, dancing, running, climbing etc. all help to develop body movement, strength, and flexibility.

https://www.youtube.com/watch?v=fpiB5FhwcHk

At this age children follow the principle of learning by doing. They might find uncommon ways of doing things - for a toddler, building blocks aren't just for making towers, paint can be used without a brush. Show them how things actually work, but if they want to experiment, let them explore.

- Children develop learning through their senses (taste, touch, vision, hearing and smell).
- They imitate adults present in their surroundings and environment.
- Each individual is different from other, so they develop accordingly
- Comparing children with each other leads to negative impact on their learning process and hampers their self esteem
- Setting the scene

Providing opportunities to play helps to develop creativity in children. Play also allows children to develop social skills, such as collaboration and co-operation, and encourages the development of imagination, develops motor skills, active listening and teaches assertiveness.

According to Sarah Owen, founder of 'Pyjama Drama', parents can make a big difference in providing opportunities to children to play because some children seem to be born with a usual ability to play, but some children find it more difficult and need to 'learn' how to play. Whilst it is very important that children play with their peers and are given opportunities for unstructured play, it is seen that if children have a secure bond with the care giver, they develop a feeling of trust and accept opportunities whereas insecure bond with caregiver leads to less acceptance and exploration.

Adults have a role within the play by making time and space available with the relevant resources.

Dramatic play aka role play

### https://www.youtube.com/watch?v=FddaWEEHx3c

Dramatic play is essential for a child's socio-emotional development and plays important role in their physical development too. Children learn through environment and make sense of the world in which they live by acting out situations or by imitating what they see around them.



For e.g. 5 year old girl plays teacher-teacher with her friends and imitate the teacher she likes and interacts with others.

Pretend (or drama) play contributes to a child's emotional development too where they understand others viewpoint. Most children are naturally imaginative and begin imaginary play at this age

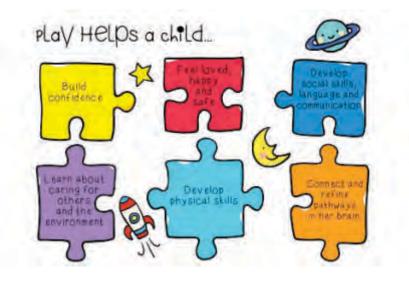
For e.g. they will happily talk to someone on their toy phone, play with imaginary toys, have imaginary playmates, indulge in self talk etc., this creativity should be actively encouraged! This type of play is closely linked to intellectual development because it develops children's imaginations and creativity

### Outdoor play and exploration

Encouraging young child to explore outdoor play is extremely valuable and important for their Gross Motor Development. Outdoor play helps them to learn lots about the changing environment and gives them the opportunity to use their whole body and develop their large muscles/gross motor skills. Outdoor play helps in development of their sense of exploration and curiosity also builds their interest in environment.



### 1.2 Importance of play in learning and development of a child



- 1. Play stimulates early brain development
- 2. It improves cognitive skills
- 3. Improves communication and vocabulary skills
- 4. Stimulates impulse control and emotion regulation



- 5. Stimulates social competence and empathy
- 6. Improves physical and mental health

Play underpins learning and all aspects of children's development. Through play, children develop- language skills, creativity, socio-emotional and intellectual skills. Some children need extra help from adults to play whereas for others it may be natural and spontaneous. Play can be indoors and outdoors and in these different environments, children explore and discover their immediate world.

Adults should provide appropriate resources, time and space to children only then they can develop to the fullest. Through their assistance they develop new ideas, skills, and imagination and solve problem by their own or with little assistance of others.

They should provide safe but challenging environments that support and extend learning and development.

### 1.3 Learning through play (3-5 years)

Providing planned experiences for children's play is an important way for adults to support children's learning that is both enjoyable and challenging.

Play can extend certain areas of learning - for example, developing communication skills by introducing new vocabulary and vocabulary building that they use and act out in their play.

One example of a planned experience for children would be setting up a super market in a classroom. Children enjoy finding out about different vegetables, shopkeeper, fruits etc. Such a joyful approach to learning builds on children's interests and responds to their ideas for play and also allows scope for structured activities to teach specific skills and knowledge.

Play is an essential part of childhood. Infants explore their world through their senses while adults foster their development and learning through playing games with them.

### 1. Play Can Foster Effective Communication

Children develop language skills as well as listening skills when they play, either alone or with others. If a child is playing alone, he will typically narrate his action or talk to himself. For example, "the superhero jumps from the tall building to save the girl." When playing with other children, the child will communicate the purpose and structural ideas with others. For example, when playing "school," children will decide who the teacher, who is the student, is and what they will teach/learn.

### 2. Play Develop Social Skills during play time

Children learn to work with others toward a common goal. Through play, children learn to be confident, negotiate, cooperate and share. These skill are important in developing social skills. Through play, children learn to express their emotions. Even before they can speak, they express their feelings through gestures, storytelling, art, and other activities. They can even express their negative emotions through play. These social skills are also an important part of language development.

### 3. Play Develops Cognitive and Critical Thinking

Critical thinking is the ability to explore and analyze information in order to make sense of it and apply it in the context of the environment. This skill involves-attention, memory, control, and flexibility.

Children learn proficiency and literacy skills through playing with various toys and books and demonstrate their thinking as they talk about what they are doing. Playing with shapes, counting.

### 4. Play Creates Confidence

In children one of the most important effects of play is the development of selfconfidence. Without confidence, the ability to take risks and explore new things is conceded.

### 5. Play Stimulates Creativity

Creativity is nurturel when child's critical thinking and developmental skills come together to produce something new. Different imaginary play is one of the basics of a child's world and they begin representing this skill around the age of 2.



### 1.4 Children learn critical skills and develop as they play

Play creates powerful learning opportunities across all areas of development. When children choose to play, they do not think about what they are going to learn through this activity. Development and learning are multifaceted and holistic, and yet skills across all developmental domains can be encouraged through play, including motor, cognitive and social and emotional skills.

By choosing the play material, children actually develop skills in all areas of development.

For example, while children are playing, they



develop new social skills (e.g., sharing toys, turn taking, keeping in mind others perspective), and they often take on some stimulating cognitive tasks (such as figuring out how to make a building with smaller blocks when the larger ones are not available). Children are 'hands-on' learners. They attain knowledge through joyful interaction with objects and people.

They need a lot of practice with objects to understand mental concepts.

For example, by playing with blocks they recognize the concept that two squares can form a rectangle and two triangles can form a square.

From designing a pattern such as step forward, step back, clap and repeat, they begin to understand the structures of patterns that are the base for mathematics.

Pretend play (such as playing house or market) is especially beneficial: in such play, children express their creativity, ideas, thoughts and feelings, learn how to express their emotions, interact with others, resolve conflicts and gain their own individuality.

Furthermore, play also builds resilience and coping skills, as children learn to build relationships and deal with social challenges as well as overcome their fears, for example through re-enacting fantasy heroes.

Moreover generally, play also satisfies a basic human need to expressing imagination, which is the key in a knowledge-driven world. This helps to cope, to find pleasure, and think out of the box to use our imaginative and innovative powers.

### 1.5 2 1st Century Skills through play

Play can have an important role in imparting 21st century skills and nurturing social, emotional, cognitive and linguistic skills in early childhood education. Few strategies that can help children learn 21st century skills of creativity, critical thinking, collaboration, cooperation and communication are as follows:



### Diversity in play

It is important to encourage a spectrum of

plays within the learning environment - dramatic, creative, motivational, physical and team play.

### • Learner-centric

The educator must observe the class and note down the interest of students while planning and designing play strategy. He/she must plan the play strategies that interest toddlers.

### Cooperative and Team play

It is essential to expose students to plays which promote teamwork, collaboration and communication among them. Design strategies where students have opportunity to interact with each other and innovate among themselves.

### Customized experience

No child is the same and thus every child requires customized learning experiences. The instructions, motivations and play strategies need to be customized keeping every child in mind.

### Blended Strategy

Online resources help promote social and emotional learning skills among kids and thus should be blended with hands-on-play. This also helps students to learn at their own pace and in their own style.

### • Flexibility

Be flexible in the class. If students want to continue with one task and are learning well through play, the educator should be flexible enough to continue that instead of moving over to the next discipline or task at that particular time.

### • Supervise and Assess

It is important to assess whether students are being imparted 21st Century Skills or not. Observations should be noted. Also take note of skills a particular child is exhibiting. Discussion with the parents and further plans should fours on skills accordingly.

### Chapter-2: Needs of the Child

### After reading this chapter the students will be able to:

Classify the comprehend the diverse needs of a child with underling reasons for them

Predict the behavior of children after assessing their needs and wants

Examine the behavior to assess personality development in children as they prioritise their individual needs and wants themselves

Correlate the SDGs with child care and development

### 2.1 What is a need?

A need can be described as something that is necessary, very important or essential for a person to live a healthy and productive life. Needs differ from wants. Wants are things that are desirable, but not necessary or essential. Children obviously have a need for food, without which they will not grow or be healthy; will be unable to learn well, work or play; and ultimately will die. On the other hand, a person may want a particular type of food, preferring perhaps to have fish rather than vegetables. However, although they may want fish, they do not need fish to survive. Food is a "need." Fish is a "want." Another way of distinguishing between needs and wants is that people have a limited number of needs. It is usually possible to identify all of a person's needs, whereas people can have an infinite number of wants, which differ from person to person.

### 2.2 Maslow's Hierarchy of needs

Maslow's hierarchy of needs is a motivational theory in psychology including a five- tier model of human needs, often displayed as a pyramid.

Pyramid shows that the lower level is made up of basic needs which must be fulfilled before other complex needs at the top of the pyramid. From the bottom of the hierarchy upwards, the needs are: physiological needs, safety needs, love and belongings, esteem and self-actualization.

1. Physiological needs - are the basic requirements for human survival, e.g. air, food, water, shelter, clothing, warmth, sex, sleep.

# 2.4 Rights of the child 2.5 Need of protection 2.6 Recommendation: prevention of child rights

2.1 What is a need?

Hierarchy of

developmental

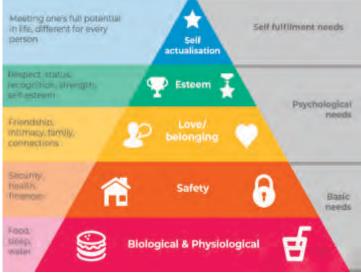
goals to fulfill

needs of the child

2.2 Maslow's

needs

2.3 Sustainable



If these physiological needs are not fulfilled the human body cannot function properly.

Maslow considered physiological needs the most important than all other needs since these are essential for survival.

- 2. Safety needs Once an individual's physiological needs are satisfied, the needs for security and safety become prominent. These include:
  - Safe environment
  - Personal security
  - Emotional security
  - Financial security
  - Safety against accidents and injury

Together, the safety needs and physiological needs in the hierarchy is referred as the basic needs.

- 3. Love and belongingness needs after physiological and safety needs have been fulfilled, the third level of human needs is love and belongingness which is also called as social need. At this level, the need for love and belongingness drives human behaviour. This need include:
  - Family
  - Friendships
  - Romantic attachments/ intimacy
  - Social groups & acceptance
  - Being part of a group
- 4. Esteem needs- when the need of the bottom 3 level have been fulfilled, the fourth level in Maslow's hierarchy includes esteem needs which is classified into two categories:
  - (i) Esteem for oneself (dignity, achievement, appreciation)
  - (ii) Respect from others (e.g., status, prestige).

Maslow specified that the need for appreciation or respect is most important for children and adolescents. In addition to the need for feelings of accomplishment and prestige, esteem needs include self-esteem and personal worth.

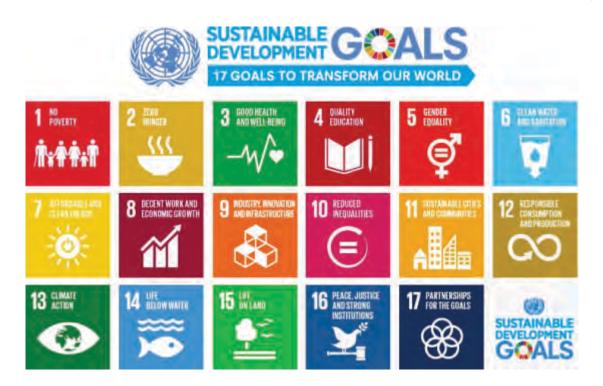
**5. Self-actualization needs-** The term 'self- actualization' means to realize what one is potentially good at and achieving the fullest use of one's talents and interest. This is the last level in Maslow's hierarchy theory, and refers to the awareness of a person's potential, he describes this level as the desire to accomplish everything "he can be, he must be".

### 2.3 Early Childhood Focus in UN Sustainable Developmental Goals

The United Nations Sustainable Development Goals are 17 goals that all UN member nations have agreed to try to achieve by the year 2015 in order to build a better and sustainable future. Every citizen of the world is a global citizen and needs to contribute in achieving these goals, based on social, economic and environmental issues and concerns.

17 Sustainable Development Goals, formulated and defined by United Nations, are as follows :

Sustainable Development Goals acknowledge that children are changemakers and have potential to create a better and sustainable world. Ban-Ki-Moon, former United Nations Secretary General



said "The Sustainable Development Goals recognize that early childhood development can help drive the transformation we hope to achieve over the next 15 years."

UN Sustainable Development Goal 4 is to achieve quality education - Early motivation increases number of years in schools, academic performance, and ultimately per capita income. In addition to this exclusive goal on school and education, early childhood development provides a connect to seven other goals- including no poverty, good health and nutrition, gender equality, and minimum violence.

- **Goal 1: No poverty** Early childhood development strategies lead to increase in human resource productivity and income, and reduce inequalities.
- Goal 2: Zero Hunger Promotion of nurturing care help improve growth and development of young kids.
- Goal 3: Good Health and Well-being- Supporting early childhood development ensures better quality of home care ways, reduces stress, and reduces risks of physical diseases and improves mental health.
- Goal 5: Gender Equality Early childhood development and Care improves opportunities for girls, so that they can benefit equally from education and work as adults.
- **Goal 10: Reduce inequality-** Early childhood interventions will empower children living in poverty and hunger, to attain outcomes closer to prosperous counterparts.
- Goal 16: Peace, Justice and Strong Institutions Children who are well nourished and protected have enhanced coping skills, even in conditions of extreme danger and difficulty. In the absence of early childhood development and care there is a high chance that an increasing number of children will be exposed to violence in their homes and societies.

 Goal 17: Partnership for the Goals - Early childhood development and care is capable of strengthening collaboration and partnership across communities and nations to achieve social, environmental and economic goals, and to bring together governments.

### 2.4 WHAT ARE CHILD RIGHTS?

Uselful Link : https://www.youtube.com/watch?v=HHNfaPuoZHM

The United Nations Convention on the Rights of the Child (UNCRC) defines Child Rights as the minimum privileges and freedom that should be given to every citizen below the age of 18 irrespective of race, national origin, color, gender, language, religion, opinions, origin, wealth, birth status, disability, or other characteristics.

These rights comprise freedom of children and their rights, environment, necessary health and care, education, freedom and cultural activities.

The United Nations Convention on the Rights of the Child (UNCRC) outlines the fundamental human rights that should



be given to children in four broad classifications that cover:, political, social, civil, economic and cultural rights of every child:

### **Right to Survival:**

- o Right to be born
- o Right to basic needs-food, shelter and clothing
- o Right to live with respect
- o Right to clean and safe drinking water, healthy and nutritious food, a hygienic and safe environment

### **Right to Protection:**

- o Right to be protected from any form of violence
- o Right to be protected from neglect and ignorance
- o Right to be protected from abuse (physical or sexual)
- o Right to be protected from harmful medicines and drugs

### **Right to Participation:**

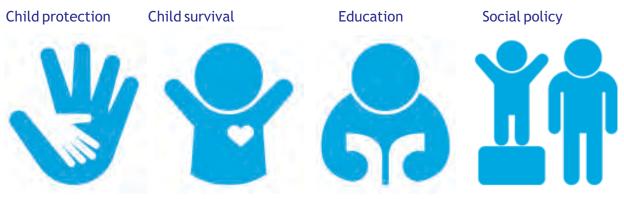
- o Right to freedom of judgement
- o Right to freedom of expression
- o Right to information (to empower)
- o Right to participation

### **Right to Development:**

- o Right to education
- o Right to learn and explore
- o Right to relax
- o Right to holistic development emotional, mental, social and physical

### United Nations International Children's Emergency Fund (UNICEF)

UNICEF works in over 190 countries and territories to save children's lives, to protect their rights, and to help them achieve their potential to the fullest, from early childhood through adolescence.



### 2.5 Need of Protection

Every child has the basic right of protection. All children need protection it does not only includes children who have suffered violence, abuse, neglect, harassment and exploitation, but also those who are not in any of these adverse situations and yet need to be protected.

Child protection is about protecting children from any kind of danger/risk, to their life. It is about decreasing their susceptibility to any kind of harm or any harmful situations.

Child protection is fundamentally linked to every other right of the child. The failure to ensure children's right to protection adversely affects all other rights of the child and the development of the full potential of the child

Child protection must be related to children capacity for self-confidence, self-worth and also the roles and responsibilities of family, community and society.

Every child needs protection but there are some children who are more vulnerable in terms of the harm/danger/risk to their right to survival/ development/ participation.

- 1. Homeless children
- 2. Migrant children
- 3. Orphaned or destitute children
- 4. Children from poor families
- 5. Child prostitutes
- 6. Children of criminals
- 2.6 Recommendations: Prevention of Child Right of Protection
- At school level teachers should make students aware about good touch and bad touch. Also considered as 'safe-unsafe'touch

Watch good touch bad touch video-https://www.youtube.com/watch?v=mhqg0Tgo3GI

**Good touch:** A touch that makes a child feel secure, cared for and happy. For example a mother hugging a child or a grandparent kissing their child or a doctor examining a child. Any touch that makes the child happy or secure is a good touch.

**Bad touch:** A touch that makes a child uncomfortable, afraid or nervous is a bad touch. The child will not feel safe with a bad touch. For example, if an adult touches a child and tells him or her not to tell anyone, or if a child feels very uncomfortable when kissed or touched, then it's a bad touch

- 2. Increase the number of educational advisers and sensitise teachers about corporal punishment
- 3. Sensitise education inspectors about corporal punishment
- 4. Ensure children security in schools

### In Society

- 1. Sexual education for children
- 2. Punish those who obligate the acts against child
- 3. Create support centers for victims
- 4. Set up free help lines to break the silence
- 5. Educate children about sexual violence

### At Home

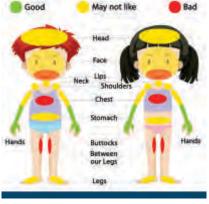
- 1. Sensitize parents about the consequences of violence against children
- 2. Help parents to communicate with their children
- 3. Prioritize dialogue with children
- 4. Offer alternative strategies of behavioural change
- 5. Inform parents about child rights and laws that ban corporal punishment

### National Commission for Protection of Child Rights (NCPCR) has established the guidelines of The Protection of Children against Sexual Offenses Act (POCSO) to meet most important need as well as right of child right i.e. child protection

It came into force on November 14, 2012, and was specifically formulated to deal with offences including child sexual abuse and child pornography.

### Salient features of POCSO

- 1. It is gender neutral.
- 2. It makes the reporting of abuse mandatory.
- 3. It makes the recording of sexual abuse mandatory.
- 4. It lists all known types of sexual offences towards minors.
- 5. It provides for the protection of minors during the judicial process



### **Chapter-3**

### Sensory, Physical and Motor development milestones

### After reading this chapter the students will be able to

Analyse the sensory and motor skill development in children

Identify abnormal growth in sensory and motor skill development

Segregate unique attributes of children based on their sensory and motor development patterns

Milestones are a set of functional skills or age-specific tasks that most children acquire at a certain age range.

Milestones are a set of functional skills 3.1 Sensory development milestones or age-specific tasks that most 3.2 Physical and motor development milestones children acquire at a certain age range.

3.3 Gross and fine motor development chart

### 3.1 **Sensory Development milestones**

Sensory development is related to our 5 senses i.e. vision, hearing, touch, taste, smell. Which helps us to explore the world around us. It begins during gestation period and continues throughout the childhood.

YEARS	MILESTONES	POSSIBLE OUTCOME IF MILESTONES NOT ACHIEVED
2-3 YEARS	<ul> <li>Achild</li> <li>Pays attention for less than 3 minutes</li> <li>Able to take turns</li> <li>Discovers/Explore surroundings</li> <li>Matches simple shapes -circles and squares</li> </ul>	<ul> <li>Lack of socialization</li> <li>Poor understanding and attention</li> <li>Difficulty in following instructions</li> <li>Delayed play skills</li> <li>Difficulties with toilet training</li> <li>May face difficulty tolerating different textured foods (e.g. picky eater)</li> </ul>
3-4 YEARS	<ul> <li>Can count up to 5</li> <li>Aware about different colours</li> <li>Can distinguish between real and imaginary world</li> <li>Easily takes turns</li> <li>Able to completely dress self, but may require assistance with laces, buttons, and other fasteners in awkward places</li> <li>Feeds self without any difficulty</li> </ul>	<ul> <li>Lack of socialization</li> <li>May have problem to copy and learn from others</li> <li>Difficulty in following instructions at home, childcare centre, kindergarten, pre-school</li> <li>Is not able to express wants, needs, thoughts and ideas</li> </ul>

### POSSIBLE OUTCOME IF MILESTONES YEARS **MILESTONES** NOT ACHIEVED May have poor socialization skills • 4-5 • Can count up to 10 YEARS Poor attention span Identify simple shapes • May face problem while following Develops friendship skills instructions Articulates emotions May have difficulty in sitting still • Follow rules **Picky eater** • Can sit and pay attention (e.g. mat time) Poor socializing skills • 5-6 Able to write numbers and letters May have poor attention and YEARS Able to write simple sentences concentration understands others perspectives May face difficulty while Able to categorise objects following instructions at home, school Able recognize concepts like yesterday, today, and tomorrow May have difficulties in following routines and schedules Able to copy complex shapes, such as a • diamond May have difficulty in expressing • thoughts and ideas Gets distracted easily

### 3.2 Physical and motor developmental Milestones

The first five years of life are a period of tremendous growth in all areas of a child's development. Motor development means the physical growth and strengthening of a child's muscles, bones, and ability to move his/her body.

The physical milestones pertain to the development of both the large and fine motor skills. Physical development follows a pattern i.e. large-motor skills/ Gross motor skills develop first in young children such as sitting, turning over, crawling, standing, and walking. The small-motor skills/fine motor skills develop later and require greater precision for tasks such as drawing with a crayon, and picking up small or delicate objects, tearing and pasting etc.

Mastering both gross and fine motor skills are important for children's growth and independence.

### Development falls into two categories:

https://www.youtube.com/watch?v=hMkXD-TuvNc https://www.youtube.com/watch?v=Mly7wY64VNI https://www.youtube.com/watch?v=2vQYvFD7NE

### FINE MOTOR

Fine motor skills refer to small movements in the hands, wrists, fingers, feet, toes, lips and tongue

### **GROSS MOTOR**

Gross motor skills involve motor development of muscles that enable babies to hold up their heads, sit and crawl, and eventually walk, run, jump and skip.

Motor development follows a predictable pattern. Inner body develops first as compared to outer body: the head, neck, arms and legs develop first and then the outer body such as hands, feet, fingers and toes. Physical development is related to all other developmental areas and it plays most important role throughout a child's early life.

For example, if a child is able to crawl, walk, or touch (gross motor skills), then they'll able to explore their immediate physical environment more easily which affects their cognitive development and understanding.

Children require responsive as well as protective care from loving adults, proper nutrition, and appropriately stimulating environments to support the best possible physical development. Infant and toddler physical development occurs at faster rate, and it is essential to understand physical development during various stages.

	PHYSICAL DEVELOPMENT MILESTONE
3 YEARS	<ul> <li>Climbs and runs well.</li> <li>Jumps properly</li> <li>Toilet trained</li> <li>Can take single steps and climb and alight the staircase independently</li> <li>Jumps with both feet,</li> <li>Can hop on one foot.</li> <li>Pedals tricycle</li> <li>Can tear and paste paper</li> <li>can string beads using shoe lace/wool</li> <li>Can pickup bits of paper</li> <li>Can doodle with a chalk of a crayons</li> </ul>
4 YEARS	<ul> <li>Able to catch a bounced ball most of the time.</li> <li>Can hop and stand on one foot for a few seconds.</li> <li>Transfers beverages, mashes own food.</li> <li>Mostly hop on one foot</li> </ul>

# PHYSICAL DEVELOPMENT MILESTONE • Maintain balance on one foot for ten seconds • Able to catch bounced ball • Draws three part of a person. • Copies triangles and linear figures accurately • Able to dress independently • Able to lace shoes. • Can cut a picture using scissor 5 YEARS Hops and able to skip. • Able to use a fork and spoon • Able to stand on one foot for at least 10 seconds. • Enhanced vocabulary -2,000 words including adverbs and prepositions

### III. Gross and Fine Motor Developmental Milestones

https://www.youtube.com/watch?v=xd802M7NFJs

Age	Gross Motor Skill	Fine Motor Skill
3 - 4 years	Starts to walk backwards and also side to side. Climbs stairs. Rides a tricycle.	Turns pages of a book. Unbuttons and buttons up clothing. Holds a crayon to write steadily.
4 - 5 years	Hops on one foot. Walks along a line. Runs on tiptoes.	Starts to use a knife and fork. Threads beads onto thick string.
5 - 6 years	Starts to jump. Skips. Hops using both feet.	Confidently uses a knife and fork. Steadily holds a pencil. Joins up writing.
6 - 7 years	Rides a bike. Jumps confidently. Runs with coordination (forwards and backwards).	Has fully developed hand- eye coordination. Draws complex shapes. Writes their full name. Writes short stories on the lines of paper.
7 - 8 years	Hops on both legs. Runs in a straight line.	Cuts using a pair of scissors.

### **Chapter 4**

### **Cognitive Development**

Understand stages pf cognitive development in children

Examine factors influencing cognitive development in children

Analyse the theoretical backdrop explaining cognitive development in children

Identify abnormal growth in children based on cognitive development

### 4.1 Introduction

Cognitive development means how children think, discover and figure things out. It is the progress of knowledge, skills, problem solving and temperaments, which help children to think about and understand the world around them. Brain development is part of cognitive development.

Piaget developed theories concerning how children learn.

His theory of Cognitive Development consists of four stages of intellectual development. According to Piaget, human development is a process of constant dealings with the environment. He has proposed several well defined phases in the intellectual development of children. Each stage sees the expansion of new mental abilities which set the limits of what can be learned at each phase. The variations also depend on factors as environment and physical and social conditions. He proposed, intelligence is something that grows and develops through a sequence of stages. Older children do not just think more quickly than younger children, he proposed. Instead, there are both qualitative and quantitative transformations between the thinking of young children versus older children.

Based on his annotations, he concluded that children were not less intelligent than adults, they simply think differently. Albert Einstein called Piaget's discovery "so simple only a genius could have thought of it."

### 4.2 Piaget's theory

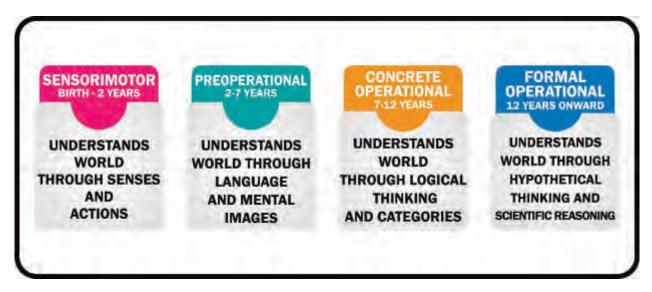
Piaget's theory of cognitive development involves the following discrete components: Schemas: Chunks of knowledge gained through experiences and networking with the local environment.

- **Assimilation:** Applying new information into existing schemas.
- Adaptation: The ability to build on previous involvements and knowledge.
- **Equilibration:** When most new experiences fit within the current schema. Cognitive development occurs when information does not fit within an existing schema and poses a trial.

### 4.1 Introduction

- 4.2 Piaget's theory
- 4.3 Stages of Cognitive Development
- 4.4 Vygotsky theory4.5 ZPD and
- Scaffolding 4.6 Difference
- between Piaget and Vygotsky theory of development
- 4.7 Benefits of understanding cognitive development
- 4.8 How to promote cognitive development
- 4.9 Factors that influence cognitive development

Four discrete stages of cognitive development (sensorimotor, preoperational, concrete operational, and formal operational stages).



### 4.3 Stages of Cognitive Development

Piaget was a chief philosopher and psychologist who developed stages to understand cognitive development. There are four major periods of cognitive development in children:

### I. Sensorimotor stage: birth to 2 years

The sensorimotor stage is the promptest in Piaget's theory of cognitive development. He described this period as a time of immense growth and change.

Piaget chose to call this stage the 'sensorimotor' stage because it is through the senses and motor skills that infants gain an elementary understanding of the world around them. The abilities that an infant is born with-sight, hearing, smell, taste, and touch-combined with physical capabilities that continue to develop-including touching, grasping, and tasting-allow infants to relate and build consciousness of themselves and what is around them.

### Sub Stages of sensorimotor stage

### 1. Reflexes (0-1 month)

During this substage, the child recognizes the environment purely through inborn reflexes such as sucking and seeing.

### 2. Primary Circular Reactions (1-4 months)

This substage includes harmonizing sensation and new schemas. For example, a child may suck his or her thumb by coincidence and then later deliberately repeat the action. These actions are repeated because the infant finds them enjoyable.

### 3. Secondary Circular Reactions (4-8 months)

During this substage, the child becomes more absorbed on the world and begins to deliberately repeat an action in order to activate a response in the environment. For example, a child will tenaciously pick up a toy in order to put it in his or her mouth.

### 4. Coordination of Reactions (8-12 months)

During this sub stage, the child starts to show clearly planned actions. The child may also combine schemas in order to achieve an anticipated effect. Children begin discovering the environment around them and will often emulate the observed behavior. The awareness of objects also begins during this time and children begin to identify certain objects as having explicit qualities. For example, a child might realize that a clatter will make a sound when shaken.

### 5. Tertiary Circular Reactions (12-18 months)

Children begin a period of trial-and-error testing during the fifth sub stage. For example, a child may try out different sounds or actions as a way of getting attention .

### 6. Early Representational Thought (18-24 months)

Children begin to develop signs to signify events or objects in the world in the final sensorimotor sub stage. During this time, children begin to move towards understanding the world through mental operations rather than purely through actions.

### **Development of Object Permanence**

Watch: Object Permanence [YouTube]: http://www.youtube.com/v/nwXd7WyWNHY

According to Piaget, during the sensorimotor development, infants attain the sense of object perpetuity, which refers to the understanding of the existence of an object regardless of one's actions. In other words, they understand that an object exists even if it can not be seen or heard.

### II. Preoperational stage

This is the second stage in Piaget's theory of cognitive development. This stage begins around age 2, as children start to talk, and lasts until approximately age 7. During this stage, children begin to involve in representative play and learn to manipulate symbols.

The Preoperational Stage is divided into two sub stages:
SYMBOLIC FUNCTION
INTUITIVE THOUGHT

### 1. SYMBOLIC FUNCTION

From two to four years of age children find themselves using symbols to denote physical models of the world around them. This is established through a child's portrayal of their family in which people are not to scale or accurate physical characters are given. The child knows they are not accurate but it does not seem to be seen a concern to them.

### 2. INTUITIVE THOUGHT

Between the ages of four and seven, children manage to become very inquisitive and ask numerous questions, beginning the use of primeval reasoning. There is a rise in the interest of reasoning and wanting to know why things are the way they are. Piaget named it the "intuitive sub stage" because children understand they have a vast amount of knowledge, but they are unaware of how they assimilated it. Centration, maintenance, irreversibility, class inclusion, and direct inference are all characteristics of preoperative thought. perform games of make?believe:

Piaget mentioned the cognitive development happening between ages 2 and 7 as the preoperational stage. In this stage, children increase their use of language and other symbols, their imitation of adult behaviors, and their play. Young children develop an attraction with words-both good and bad language.

Children also play make believe: using an empty box as a cat, acting another family member with siblings, and fostering made-up friendships.



Piaget also labelled the preoperational stage in relation to what children cannot do:

1. IRREVERSIBILITY

Piaget used the term operational to mention to reversible capabilities that children had not yet developed. By reversible, Piaget referred to mental or physical activities that can go back and forward-meaning that they can occur in more than one way, or in multiple direction.

Interversibility - Preseptentional children will have the matchildren w

Adding (3 + 3 = 6) and subtracting (6?3 = 3) are examples of reversible actions

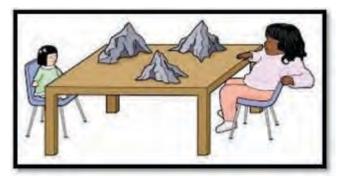
### 2. LACK OF LOGICAL THINKING

Children at this stage, according to Piaget, make use of fairylike thinking based on their own sensory and perceptual abilities and are easily deceived. Children involve in magical thinking



#### 3. EGOCENTRISM

Piaget thought that preschoolers' intellectual abilities are limited by egocentrism- the incapability to discriminate between their own point of view and the point of view of others. The capacity to be self-centered is apparent at all stages of cognitive development, but egocentricity is particularly obvious during the kindergarten years. Young children eventually overcome this early form of egocentrism by observing that others have divergent opinions, spirits, and requirements.



#### 4. CONSERVATION

Piaget also supposed that young children cannot comprehend conservation, or the concept that physical possessions remain stagnant even as appearance and procedure change. Young children have difficulty in understanding that the same amount of liquid poured into vessels of different shapes remains the same. A preoperational child will voice that a handful of coins is more money than a hundred rupee note.. According to Piaget, when children advance the cognitive capacity to preserve (around age 7), children step into the succeeding stage of development, concrete operations.

Watch: "Conservation" [YouTube]:

http://www.youtube.com/watch?v=YtLEWVu815o&feature=youtu.be



During the end of this stage children can rationally characterize events and objects (the semiotic function), and involve in symbolic play.

#### 5. ANIMISM

This is the credence that inanimate objects (such as toys and teddy bears) have human feelings and purposes. By animism Piaget meant that for the pre-operational child the world of nature is alive, aware and has a purpose to live.

Piaget has recognized four stages of animism:

- Up to the ages 4 or 5 years, the child considers that almost everything is alive and has a reason for existence.
- During the second stage (5-7 years) only substances that move have a purpose.



#### IV. Concrete Operational Stage : Ages: 7 to 11 Years

During this stage, children begin to ponder logically about tangible events

They begin to realize the concept of conservation; that the amount of liquid in a short, wide vessel is equal to that in a tall, thin glass is an instance to quote.

Their rational becomes more reasonable and planned, but still not very concrete

Children start using inductive reason, or reasoning from specific information to a general principle

While children are still not very concrete and lateral in their thinking at this point in development, they become much more skillful at using logic. The egocentrism of the earlier stage begins to fade as kids become better at thinking about how other people might interpret a situation.

During this stage, children also become less egocentric and initiate to wonder about how other people might think and feel. Kids in the concrete operational stage also begin to understand that their ideas are unique to them and that not everyone else essentially shares their thoughts, feelings, and opinions

#### V. The Formal Operational Stage-Ages: 12 +

At this stage, the adolescent initiates to think hypothetically and reason about abstract situations. Intangible thought emerges. Teens begin to think more about ethical, metaphysical, principled, social, and political issues that require theoretical and abstract perceptive

They begin to use inferential logic from a universal principle to definite information

The final stage of Piaget's theory includes an increase in logic, the ability to use inferential reasoning, and an understanding of intangible philosophies. At this point, people become skilled of looking at multiple potential solutions to complications and think more scientifically about the world around them.

The ability of thinking about abstract ideas and situations is the trademark of the formal operational stage of cognitive development. The ability to methodically plan for the future and reason about imaginary situations are also serious abilities that appear during this stage.

It is vital to understand that Piaget did not view children's intellectual development as a process that can be measured. Instead, Piaget recommended that there is a qualitative change in how children think as they progressively process through these four stages. A child at age 7 doesn't just have more data about the world than he did at age 2; there is an essential change in how he thinks about the planet.

#### 4.4 Lev Vygotsky theory of cognitive development

Lev Vygotsky was born in Russia in 1896.

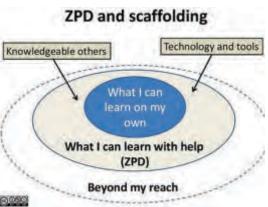
Vygotsky researched and retorted to the work of contemporaries Sigmund Freud, Jean Piaget, and Maria Montessori. His research led to his discovery that in a group of children at the same developmental level, some children were able to learn with a little help while other children while others were not.

- The central declaration of the Vygotsky theory is that the cognitive development of children is progressed through social interaction with other people, particularly those who are more skilled. He believed that social learning comes before cognitive advancement, and that children create knowledge energetically.
- He did not agree to the investigation of children's abilities based on intelligence assessments. Like Piaget, Vygotsky agreed that much learning takes place when children have fun.
- He believed that language and progress build on each other.
- Vygotsky's chief contribution to understanding of young children's development was his considerate deliberation on the importance of interaction with educators and peers in enhancing children's knowledge.

#### 4.5 Zone of Proximal Development and Scaffolding

One of the key concept of Vygotsky's theory is that of the zone of proximal development of ZPD. Vygotsky claimed it as the distance between the most challenging task a child can do alone and the most difficult task a child can do with help. He believed that a child while learning a new concept can take advantage from the interaction with the teacher or a fellowmate.

For example, a five-year-old child knows how to ride a bicycle. However, he can't ride a



bicycle without his father holding onto the back. With his father's assistance, the child learns to balance her bike. With some more practice, he/she can ride the bike on her own. In this case, we can say that the child is in the sector of proximal development for riding a bike.



Vygotsky referred to the help of a teacher or peer offers a child as support.

A house painter working on a house uses a support to reach parts of the house that would otherwise be out of reach. In the same way, adults and peers can help a child "reach" a new concept or skill by giving supportive information.

Elucidating the example further, the child may begin by holding onto the back of her bike the whole time , as the little child gains more experience, her father may release his hold occasionally.

Eventually the child's father no longer holds onto the bike anymore. In other words, the support can be removed.

Vygotsky asserted that to support well the children, teachers need to be intense observers. He believed that educators need to use those annotations to ascertain where children are in a learning process and if they have become proficient enough, given their discrete needs in the social context that environs them. He thought that from information gathered through observation, educators can support children's learning.

Educators who desires `to apply Vygotsky's ideas about the ZPD and scaffolding in their early childhood programs can

- observe children carefully and plan syllabus that inspires children's emergent abilities
- pair up children who can absorb from each other

#### 4.6 Differentiate between Piaget and Vygotsky theories of cognitive development

Two of the most standard cognitive psychologists, Jean Piaget and Lev Vygotsky, developed theories that spoke about cognitive development and learning among children and adolescents. While there are resemblances between the two theories, differences exist, and those differences are crucial to the understanding and application of the theories in educational settings.

Piaget and Vygotsky also differ in terms of the point of learning and development. While Piaget's theory recommends that after cognitive development, learning occurs, Vygotsky's theory high lights that learning can lead to development and sometimes after development learning occurs.

#### 4.7 The benefits of understanding cognitive development

Piaget's theories of cognitive development allow parents to understand what is normal and appropriate for general age groups.

- if one understand the stages of a child's cognitive development, toys and activities are easier to choose
- behaviour change is not needed as most children do the same thing

S.NO	BASIS	JEAN PIAGET	VYGOTSKY
1.	Socio-cultural setting	Little importance	Strong importance
2.	Constructivism	Cognitive	Social
3.	Stages	four stages	No distinct stage
4.	Key Processes	Schemas, assimilation and accommodation	ZPD, Scaffolding
5.	Implications for Teacher	Teacher Cares	Teacher Leads
6.	Cognitive Development	Piaget said that cognitive development is determined by a child's inherent tendency to acclimatize to new experiences	Vygotsky said that cognitive development is driven by social interface
7.	Learning	Piaget stated children learn through self-discovery	Vygotsky said children learn through teaching and guidance
8.	Culture	Piaget believed cognitive development is the same for all	Vygotsky said that it varies across philosophies and time
9.	Ability to adapt (readiness)	Piaget believed children will only learn when they are prepared	Vygotsky believed that development could be enhanced to an extent, with correct scaffolding and within the ZPD
10.	Language development	Piaget supposed that language is a outcome of cognitive development	Vygotsky said that language is important to cognitive development
11.	Key component	Communication with physical and social situations is key for cognitive development	Complex mental activities start as basic social activities
12.	Play	Mental ability is vital to play	Play is imperative and allows children to progress cognitively

- Child's annoying behaviour is not your fault.
- By knowing normal development, one may be aware that a child's development may be lagging behind their peers.
- In some cases a child may need a medical help.

#### 4.8 How to promote cognitive development

Use unintended proceedings to help children learn

- Children may blow bubbles in their drink. One may ask them to reflect why milk bubbles last so long but water bubbles do not.
- The students may have informed abilities.

Parents generally worry about the mess their children make while eating. But sometimes this

clutter is the key to revealing the next stage of child's cognitive development. For example, a toddler starts dropping bites on the floor one by one at lunch time. That's a cognitive skill he's developing there: picking up small objects, understanding the theory of gravity and witnessing the results of his hard work.

#### Children use hands-on experience to learn

Children use tangible, hands-on experiences to help them understand the world around them. That toddler dropping bites on the floor may be trying to comprehend, "If I drop this, what happens next?" Be happy to know your child is learning,

#### 4.9 Factors that influence cognitive development

- o Sense organs are significant as they obtain stimuli from the environment. Their proper development helps in getting correct inducements and the accurate concepts are formed.
- The platform that a child gets to learn influences the cognitive development. The more opportunities a child gets, the better is the reasoning, because he/she will be able to add to his/her mental sizes by learning through these platform
- Financial capabilities of the family also helps in the development of perception of child. Children from better economic standing get more opportunities and better training for cognitive development.



- o Cognitive development is also inclined by the hereditary traits; one gets from his/her parents. Their development is like their parents' cognitive development.
- As the child gets settled, he/she gets more collaborative with the environment. For positive cognitive development, interaction with the environment is very essential which the child does with the help of his/her mental and motorized development. This helps straight in the development of cognition.
- o Family plays a significant role in providing the child hereditary traits, Also providing encouraging atmosphere to the child enables children get maximum stimuli from the environment, he/she would be encouraged to learn in this environment.
- o Fun time is also quite important in developing cognition. Through funfilled activities, the child interacts with the environment, accepts stimuli and replies to them.

#### **Chapter 5**

#### Language development

#### After reading this chapter studens will be able to

Understand the process of language skill development in children

Analyse factors influencing the development of language skills in children

Evolve methods to develop language skills in children Examine the role of imagination in development of articulation and language skills

Identify abnormal development in children related to their language skills

#### 5.1 Introduction

Language development is the process by which children learn to understand and communicate language during early childhood.

From birth till the age of five, children develop language at a very rapid pace. The stages of language development are wide-ranging among humans. However, the age and the pace at which a child reaches each milestone of language development vary significantly among children. Thus, language development in an individual child must be compared with set benchmarks rather than with other individual children. The rate of language development in girls is faster as compared to that in boys. More than any other facet of development, language development reflects the growth and development of the brain. After the age of five it becomes much more difficult for most children to absorb language.

Receptive language development (the ability to comprehend language) usually develops faster than communicative language (the ability to communicate). Two different styles of language development are standard. In referential language development, children first express single words and then join words together, first into two-word sentences and then into three-word sentences. In expressive or communicative language development, children

- 5.1 Introduction
- 5.2 Theories of Language development
- 5.3 Importance of reading books to children
- 5.4 Language milestones
- 5.5 Language delay
- 5.6 Recommendations for encouraging language development
- 5.7 Signs to call a doctor

first speak in long jumbled murmurs that mimic the rhythm of adult speech. Most children use a blend of these styles.

Language and communication skills are extremely essential for the development of a child. Good communication makes them better able to engross in socialization as well as learn from recognized classroom instruction and the environment around them. Communication involves both speech and written. Speech is the verbal means of communication, and language is using common rules to put words together to express thoughts and feelings. Since parents are a child's first teacher, acquaintance of language development in children improves significantly due to a parent's ability to interact with their child to kindle and guide them to understand and communicate with their environment.

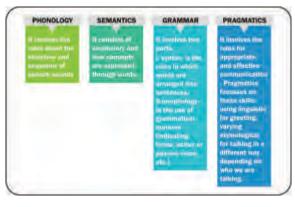
There are four main components of language:

#### 5.2 Theories of Language Development

#### The Learning Perspective

The Learning perspective claims that children replicate what they perceive and hear, and that children acquire from reprimand and support. (Shaffer, Wood, & Willoughby, 2002)

The main philosopher linked with the knowledge perception is B. F. Skinner. Skinner claimed that adults outline the dialogue of children by strengthening the



gibbering of Toddlers that most likely appear as words. (Skinner, 1957, as cited in Shaffer, et. Al, 2002).

#### The Nativist Perspective

The nativist perspective contends that people are physically automated to gain knowledge. The Main theorist connected with this perspective is Noam Chomsky.

Chomsky projected that all humans have a language acquisition device (LAD). The LAD comprises of information of structural rules communal to all languages (Shaffer, et. Al, 2002). The LAD also lets children appreciate the rules of language they are listening. Chomsky also advanced the notions of transformational grammar, surface and the deep structure of the language.

Transformational grammar is grammar that alters a sentence whereas the words that are written are the surface structures. The underlying message or meaning of a sentence forms the Deep structure (Matlin, 2005).

#### Interactionist Theory

Interactionists contend that language development is both biological and social. Interactionists also claim that language learning is influenced by the desire of children to communicate with others.

The Interactionist argues that " children by birth are blessed with an influential brain that develops slowly and prompts them to obtain novel understanding that they are inspired to share with all" (Bates, 1993; Tomasello, 1995, as cited in Shaffer, et al., 2002, p.362).

The foremost theorist associated with interactionist theory is Lev Vygotsky. Interactionist emphasiseon Vygotsky's model of collective learning (Shaffer, et al., 2002). Collaborative learning is the impression that discussions with older people can help kids both cognitively and linguistically (Shaffer, et. Al, 2002)

#### 5.3 Importance of reading books to children

New research at the 2017 Pediatric Academic Societies Meeting confirms that when the books are read to the children right from the infancy their vocabulary and comprehension skills boost even before they start the elementary school.

Carolyn Cates, PhD, lead author and research assistant professor in the department of pediatrics at New York University (NYU) School of Medicine claims when an infant is read the book there is a long-term effect on the literacy, language and communication skills of the child

In research where Mothers and their babies were employed from the newborn nursery of an urban public hospital, with more than 250 pairs observed between ages of 6 months and 4 years (54 months) to research on the impact of reading to kids, and for primary learning and reading skills. The study was backed by the Eunice Kennedy Shriver National Institute of Child Health and Human Development.

The investigates when compared with the amount of shared book-reading, like the number of books in the home and weekly hours spent reading together. Evaluation of shared book-reading was assessed by questioning if parents had discussions with their child about the book while reading, whether they spoke about or characterized the pictures and the emotions of the characters in the book and whether the stories were as per the level of the child.

Adjusting for socioeconomic variances, the researchers revealed that reading quality and quantity of shared book-reading in early infancy predicted child vocabulary up to four years even before entry in the school. Early infancy book reading has proved to develop reading skills and excellence during toddler years appeared strongly tied to later developing literacy skills, such as ability to write their own names.



## **SHARPENS YOUR MIND**

By concentrating on the words and the story line, it stimulates your brain. This particular stimulation can help sharpen your mind, especially the part of the brain that is responsible for concentration and critical analysis.



## INCREASES YOUR VOCABULARY

When reading, you might come across a few words you don't quite understand or even recognise. This confusion can lead you to look up the word and discover the definition.



## IMPROVES YOUR MEMORY AND FOCUS

Reading at least a little each day can improve your focus and your memory function. In this instance as well, reading stimulates the brain, particularly the part of the brain that helps with memory and attention.



## STRENGTHENS YOUR WRITING ABILITIES

Whether you write things for work or just for fun, heavy reading can improve your writing skills and abilities. There are several ways in which reading can help strengthen your writing skills, and each of these ways happens without you even realising it.



5.4

### ENHANCES YOUR IMAGINATION

Consider the worlds that you are immersed into and the characters you come across while reading a novel. Because of these worlds and characters, the part of your brain which houses your imagination is stimulated, causing you to imagine what the places and people look like just by picturing the words.

#### Language Milestones YEARS **MILESTONES 3-4 YEARS** know most of what they hear have 900 to 1,000-word vocabularies, with verbs starting to dominate • usually talk without reiterating syllables or words use pronouns properly use three to six-word sentences ask questions • narrate experiences and activities Tell stories (Occasional stammering is normal in preschoolers.) **4-5 YEARS** Articulate extensively Communicate effortlessly with other children and adults • Understand most English sounds correctly Know 1,500 to 2,500 words • Use comprehensive six to eight-word sentences Can repeat four-syllable words Use at least four prepositions Tell stories on topic

Can answer questions about stories •

5 YEAR	Follow three consecutive commands
	Talk constantly
	Ask numerous questions
	<ul> <li>Use vivid words and compound and complex sentences</li> </ul>
	Know all the vowels and consonants
	Use correct grammar
6 YEAR	Identifying and correcting their own grammar and mispronunciations.
	<ul> <li>The expressions are doubled between six and eight years of age and start reading at about age seven.</li> </ul>

#### 5.5 Language delay

Language delay is the common developmental delay in children. Language delay may be caused due to many reasons. They can be environmental and physical. Usually these delays are resolved spontaneously. Early intervention often helps many children to meet the standards set for their age group.

Common situations that can result in language delay include:

- Focus on developing skills other than language
- Siblings who are very close in age or older siblings who construe for the younger child
- Insufficient language stimulation and one-on-one attention
- Bilingualism, in which a child's combined comprehension of two languages usually is comparable to other children's comprehension of one language
- Psychosocial deficiency

## The delay in the language for the children may be due to physical disorders that may include the following :

- Mental retardation
- Development delay (The speech centers of the brain may have slower development than the usual )
- Hearing impairment
- Learning disability

- Cerebral palsy
- Autism (a developmental disorder in which, among other things, children do not use language or use it uncharacteristically)
- Congenital blindness, even in the absence of other neurological loss
- Klinefelter syndrome, a disorder in which males are born with an extra X chromosome

#### The disorders of the brain of the central nervous system may be caused due to the following

- Receptive aphasia or receptive language disorder, a scarcity in spoken language comprehension or in the ability to respond to spoken language.
- Expressive aphasia, the child may have normal language but has an inability to speak
- Childhood apraxia of speech, in which a sound is substituted for the desired syllable or word.

#### 5.6 Recommendations for encouraging language development

Language development is augmented by verbal interactions with other children and adults. Parents and care-givers can have a noteworthy impact on early language development. Studies have shown that children of talkative parents have twice the vocabulary as those of introvert parents. A study from the National Institute of Child Health and Human Development (NICHD) found that children in high-quality childcare environments have larger vocabularies and more complex language skills than children in lower-quality situations. In addition language-based interactions appear to increase a child's ability to learn. Recommendations for enhancing language development in infants include:

- Talking to them as much as possible and giving them prospects to respond, with a smile; short periods of silence teaches them the give-and-take of conversation
- Using animated signals along with words
- Calling the baby by name
- Adressing about on-going activities
- Asking questions
- Reassuring the baby to make vowel-like and consonant-vowel sounds such as "ka," "ha," and "fa"
- Retelling acquainted syllables and reiterating words that contain the syllable

#### Caretakers of two to three-year-olds should do the following:

- Have a hearty talk with the child discussing the daily routine.
- Reassure the child to use new words
- Do a follow up of what the child says
- The child should be encouraged to answer yes or no question. All the questions which are interesting with simple options
- Encourage the child to ask questions
- the books that have big pictures interesting rhymes and less words should be read with the students
- give preference to the favourite books of the children so that they enjoy the familiar words.
- Not interject children when they are speaking Parents of four to six-year-olds should:
- Not speak until the child is fully focused
- Pause after speaking to give the child a chance to respond
- Give their full attention when the child starts a conversation

Additional recommendations for parents and care-givers, by the American Academy of Pediatrics and others, include:

- Speaking at eye level with a child and enhancing words with body language, gestures, and facial expressions to enhance language comprehension
- Talking in ways that calls for a child's attention
- Choosing activities that encourage language
- Listening carefully to children and retorting in ways that let them know that they have been understood, as well as encouraging further communication
- Using complete sentences and adding detail to expand on what a child has said
- Knowing when to be silent
- Reading to a child by six months of age at the latest
- Encouraging children to ask questions and get new information
- Encouraging children to listen to and ask questions of each other television viewing does not promote language development.

#### 5.7 Signs to call a doctor

A paediatric must be immediately consulted by the parents if they feel that the child is having a language delay or a hearing problem. Warning signs of language delay in toddlers include:

- Avoiding eye contact
- Neither understanding nor speaking words by 18 months of age
- Difficulty in learning nursery rhymes or simple songs
- Not recognizing or labeling common objects
- Inability to pay attention to a book or movie
- Poor pronunciation, such that a parent cannot understand the child more than 50 percent of the time

#### **Chapter 6**

#### Socio-emotional Development

#### After reading this chapter the students will be able to:

Decipher the development of socio-emotional patterns in children with age

Examine the differences and staged of behavior as children grow in their comprehension and assimilation of information from their environment

Assess the growth and development of social and emotional aspects of a child and identify abnormal patterns if any.

#### 6.1 Introduction

Social -emotional development in a child is actually the capability to understand the feelings and outlooks of others and help a child to control his or her behaviour, it also refers to the primary skills that a young child needs to get along with his or her peer group.

For children to attain the basic skills they need support, guidance, demonstrating self-control and paying attention, they must have social-emotional skills. Having faith, assurance, pride, bond of friendship, affection and humor are all a part of a child's social-emotional development. A child's positive and strong relationship with trusting and caring adults is the key to successful social and emotional development. Social and emotional development involves the acquisition of a set of skills.

Children grow and develop swiftly in their first five years across the four main areas of development. These areas are motor (physical), communication and language, cognitive, and social and emotional.

#### 6.1 Introduction

- 6.2 Significance of emotional development
- 6.3 Phases of socioemotional development
- 6.4 Promoting positive socioemotional development
- 6.5 Milestones
- 6.6 Role of parents and teachers
- 6.7 Social cognition -Theory of mind

Social and emotional development refers to how children start to understand who they are, what they are feeling and what to expect when interacting with others. It is the development of being able to:

- Form and maintain healthy relationships.
- Involve, manage and express feelings.
- Explore and absorb with the environment.

Building positive social and emotional development is extremely vital. This development influences a child's self-confidence, understanding, the ability to develop meaningful and lasting friendships and partnerships, and self worth and value to those around him/her. Social and emotional development also influences all other areas of growth.

- To nurture child's social and emotional development, it is important that you engage in quality interactions like these on a daily basis, depending on the age of child:
- Be loving and nurturing: hold, comfort, talk and sing with your baby, toddler and child.

- Help your baby experience joy in "give-and-take" relationships by playing games like "peek-aboo."
- Provide your toddler with receptive care, let them practice new skills while still providing hands-on help.
- Support your child's developing skills; help him/her, but don't do everything for your child, even if it takes longer .
- Teach social and emotional skills, such as taking turns, listening and resolving conflict.

Crucial among them are the skill to:

- Recognize and appreciate one's own feelings
- Correctly read and understand emotional situations in others
- Accomplish strong emotions and their expressions in a positive manner
- Adjust one's own behavior
- Develop empathy for others
- Establish and maintain relationships



Each of these skills develop as per its own time and build upon

each another. The basis of social-emotional development begins in infancy. A two-month-old infant is pacified and beams at the voice of an adult. When the caregiver talks to the child, he/she will preoccupy on the face of the loved one. Being able to read your child's signals and attending to them from the day they are born starts the making of social- emotional development in your child. You are forming a safe, trusting and loving relationship with your child.

#### 6.2 Why is socio-emotional development important?

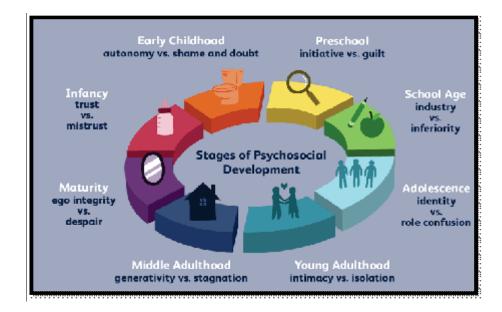
A child's social-emotional development is as significant as their cognitive and physical development. It is vital to understand that children are not born with social- emotional skills. It is the role of the parents, guardians, and teachers of children to teach and adopt these abilities. A child's social-emotional development equips them with an understanding of who they are in the world, how they learn, and aids them to establish positive and healthy relationships with others. It motivates an individual to communicate, connect with others, and more importantly, helps resolve struggles, gain confidence and attain their goals. Building a strong social-emotional foundation as a child will help the child thrive and obtain joy in life. They will be better equipped to handle stress and persist through difficult times in their lives as an adult. How do parents, support the social-emotional development in our child? In the past, researchers have highlighted the academic skills to determine success in a child. Those ancient days are long gone and now we know the importance of social-emotional development. The approach to teaching social-emotional development is imprecise than physical or cognitive development, but there is a cumulative amount of research available for its backing

#### 6.3 Phases of Socio Emotional Development Given By Erikson (3-6 years)

Stage 1: Trust vs. Mistrust

Stage 2: Autonomy vs. Shame and Doubt

Stage 3: Initiative vs. Guilt



Stage 4: Industry vs. Inferiority Stage 5: Identity vs. Confusion Stage 6: Intimacy vs. Isolation Stage 7: Generativity vs. Stagnation

Stage 8: Integrity vs. Despair

#### Stage 1: Infancy: Trust vs. Mistrust

Infants highly depend on their parents, for basic needs such as food. They learn to have faith in others based upon how well guardians meet their needs.

**Trust:** When caregivers retort instantly to an infant's cries, the baby can learn to rely on others. As caregivers fill an infant's needs, the baby can develop a sense of trust and security.

**Mistrust:** If caregivers neglect an infants' needs, or if care is periodic, an infant may grow insecure. They may learn not to rely on others and thus feel unsafe.

#### Stage 2: Toddlerhood: Autonomy vs. Shame and Self-Doubt

During this phase, young children initiate exploring the world around them. They absorb more about their environment and their place within it. They also advance basic skills such as toilet training.

**Autonomy:** In this stage, caregivers often aid as a safe base from which to explore the world. When caregivers boost independence, children will feel secure enough to take risks and try new things.

**Shame:** Children whose caregivers deject them may develop feelings of shame. If caregivers adopts excessive dependence, the child may have reservation about his/her own abilities.

#### Stage 3: Preschool Years: Initiative vs. Guilt

Preschoolers are progressively absorbed on doing things themselves and establishing their own goals.

**Initiative:** When the parents cultivate these inclinations, children learn how to make decisions and plan for the future. They can grow into chey onfident adults capable of fulfilling their ambitions

**Guilt:** If children are disapproved for being assertive, they may feel pursuing their desires as a liability .Dominating caregivers may teach children to follow others rather than leading with their own plans.

#### Stage 4: Early School Years: Industry vs. Inferiority

As children are provided with more independence, they become increasingly aware of themselves as individuals. They begin to compare and equate themselves with others.

Industry: Children who are proficient compared to their peers can develop self-confidence and pride. Admiration for their achievements can boost their self- esteem.

Inferiority: Children who do not attain certain milestones may have hesitation in their abilities or self-worth. When children are continually criticized, they may develop feelings of inferiority.

#### 6.4 Promoting positive socio-emotional development

We as parents and educators must acquire the skill to read our child's emotional prompts so that we can help them categorize their emotions; prototype the behavior for our children; consistently network with our child affectionately; display consideration for their moods, needs and wishes; showcase interest in their daily activities; have reverence their viewpoints; express sincere pride in their accomplishments with meaningful comments; and offer encouragement and support during times of anxiety. Children who have been trained in social-emotional skills are taught how to unravel their own complications independently, to see other viewpoints, to negotiate, and to make compromises are more emotionally strong. These skills must be taught intensively in a practical, focused and , not in the heat of the moment after a problem occurred. Children need to practice using these skills when they are peaceful. Later when a problem does occur, the grown-ups can support children in putting their skills into action.

To develop child's social and emotional development, it is important that one engages in quality interactions like these regularly, depending on the age of child:

- Be loving and nurturing: hold, comfort, talk and sing with your baby, toddler and child.
- Help your baby experience joy in "give-and-take" relationships by playing games
- Provide your toddler with receptive care, letting them practice new skills while still providing hands-on help.
- Back your child's developing skills; help him/her, but don't do everything for your child, even if it takes longer or is messy.
- Teach social and emotional skills, such as taking turns, listening and agreeing on conflict.

YEARS	MILESTONES
18 months-2 years	<ul> <li>Have more annoyance tantrums and become more rebellious as they try to communicate and be independent</li> </ul>
	<ul> <li>Start unpretentious pretend play, like imitating what adults or other kids are doing</li> </ul>
	<ul> <li>Become attracted to having other kids around, but are more likely to play alongside them (parallel play) than with them (cooperative play)</li> </ul>

3-4 years	<ul> <li>Begin to show and express a wider range of emotion</li> </ul>
	<ul> <li>Are involved in pretend play, but may confuse real and "make believe"</li> </ul>
	Are instinctively kind and caring
	• Start playing with other kids and separate from caregivers more easily
	<ul> <li>May still have tantrums because of changes in routine or not getting what they want</li> </ul>
4-5 YEARS	<ul> <li>Plays supportively with other children.</li> </ul>
	<ul> <li>Conveys solutions to conflicts.</li> <li>Envors playing with other children than playing along</li> </ul>
	<ul> <li>Favors playing with other children than playing alone.</li> <li>Appropriates doing powythings</li> </ul>
	<ul> <li>Appreciates doing new things.</li> <li>Recommendation in make believe play.</li> </ul>
	<ul> <li>Becomes more imaginative in make-believe play.</li> <li>Confuses what's actual and what's make-believe.</li> </ul>
	<ul> <li>Articulates likes and dislikes.</li> </ul>
	<ul> <li>Pursues new experiences.</li> </ul>
	• Tursues new experiences.
5-6 years	<ul> <li>Enjoy playing with other kids and are more informal and independent</li> </ul>
	• Test limitations but are still eager to please and help out
	Begin to understand what it means to feel uncomfortable
	Wishes to please friends.
	• Desires to be like friends.
	• Approves to rules more easily.
	• Likes to sing, dance and act.
	Knows the difference between imaginary and reality.
	Can identify Gender
	Articulates likes and dislikes.
	Illustrates increasing independence.
	Tries to find new experiences.
	• Demonstrates both demanding and cooperative behaviors.

#### 6.5 Socio-emotional development milestones

The inital five years of life are a period of implausible growth in all areas of a child's development. Social and emotional development includes the child's experience, expression and management of their emotions, and the ability to create positive and gratifying relationships with others.

#### 6.6 Role of parents and educators in developing Socio-Emotional Development in children

Parents and educators support children's social and emotional development daily through their responses and their example of how to behave with other people.

- Providing a model of appropriate conduct
- Having rational expectations
- Appreciating children's feelings
- Reassuring empathy
- Training for problem solving skills
- Providing realistic and specific praise
- Offering lots and lots of real life practice
- Permitting the chance to 'fail' and try again
- Replying appropriately if you see aggressive behavior

#### Competencies Required In Preschool Teachers for Socio-Emotional Development

- Emotionally balanced
- Knows dialect medium
- Sound Knowledge of Psychology and Child development
- Knowledge of all the Principles of Early Learning and its actual application
- Understands the individual needs of the children
- Includes parents in learning
- Develops relationship with and among children
- Teaching children to problem solve and decision making
- Make rules in the form of noticeable behaviour
- Find out ways to stimulate children

#### 6.7 Social cognition - Theory of mind

The most imperative development in early childhood social cognition is the development of theory of mind. Its development during the first five years of life is described in this article, as well as factors that influence its development, and the consequences of its development for children's lives at home and school.

Social cognition is at the center of children's ability to get along with other people and to see things from their viewpoint. The basis of this critical ability lies in the development of theory of mind. "Theory of mind" refers to our understanding of people as mental beings, each with his or her own mental states - such as thoughts, wants, motives and feelings. We use theory of mind to

explain our own behavior to others, by telling them what we think and want, and we construe other people's talk and behavior by considering their thoughts and wants.

The development of theory of mind from birth to 5 years of age is now well described in the research literature - or at least, we can describe how infants and children perform in experimental situations as well as in natural settings. There are difficulties, however, in understanding of the findings. Some researchers claim that even babies are aware of other people's thoughts and wants while others think that this understanding does not develop until the toddler or preschool years. This paradox can be resolved by taking a developmental view of theory of mind - that is, early-developing intuitive awareness later becomes more reflective and explicit. Moreover, children's developing language abilities play an important role in this transition.

Research shows that infants display behaviors that are important early stages for theory-of-mind development.

By age 2, children display mindfulness of the difference between thoughts in the mind and things in the world. In pretend play (e.g., pretending a block is avehicle), toddlers demonstrate that they can distinguish between an object - the block - and thoughts about the object - the block as a vehicle. They also realize that people will feel happy if they get what they want and will feel sad if the opposite happens. And at this age children see that there may be a variance between what they need and what another person wants. This developing consciousness is seen in children's linguistic too: 2-year-olds talk about what they and others want and like and feel; when they are 3, they also talk about what people think and know.

Key development occurs around 4 years of age when children realize that thoughts in the mind may not be true. For example, children are allowed to discover that a familiar cookie box actually contains pens, and then are asked what their friend will think is in the box, before looking inside it. Three-year-olds believes that the friend will know it has pens inside, just as they now do, but 4-year-olds recognize that the friend will be deceived, just as they were. Three-year-olds also do not recollect that their own belief has changed. If the pens are put back in the box and they are asked what they thought was inside before opening it, they'll say "pens" not "cookie" but 4-year-olds remember they thought it was cookie. That is, 3- year-olds are not simply self-centered, i.e., thinking everyone knows what they know, rather, they come to understand their own minds and those of other people at the same time. By the age of 4 or 5 years, children understand that people talk and act on the basis of the way they think the world is, even when their thoughts do not reflect the real situation, and so they will not be surprised if their ignorant friend looks for cookie in the box they know has pens inside.

Some influences in the social environment influence the rate of typical development of theory of mind: for example, children demonstrate earlier awareness of mental states if their parents talk about thoughts, wants and feelings, and provide details when correcting misconduct. Children with brothers and/or sisters are aware of mental states sooner than only children. The rate of development is also influenced by children's involvement in pretend play, their experiences of story-book reading and of talking with others about past involvements. Factors internal to the child that influence the rate of development include language abilities, and cognitive abilities that control and regulate behavior (known as executive functions).

Studies show that theory-of-mind development has consequences for children's social working and school achievement. Children with more advanced philosophy of mind are better

communicators and can resolve conflicts with their friends; their pretend play is more intricate; their teachers rate them as more socially competent; they are happier in school and more popular with peers; and their school work is more advanced. However, a well-established theory of mind can also be used in antisocial ways, such as in teasing, bullying and lying.

Theory of mind develops steadily, with innate social skills appearing in infancy and then philosophical social cognition developing during the toddler and preschool years.

Three-year-olds know that different people may want, like and feel different things. By age 4 or 5, children know that people may think diverse things. They understand that sometimes a person may believe something that is not true but, in that case, what the person does or says is based on the false belief.

There are differences in the rate of characteristic development that partially depend on factors in the environment, such as family talk and disciplinary policies, communication with siblings, story books and pretend play, as well as factors in the child, such as language and cognitive control abilities.

There are values to theory-of-mind development that are seen in children's social competence and achievement in school.

- 1. A four-year-old child at the sand table is trying to fill a container with sand using a measuring cup. However, the child's attempts result in more sand spilling on the floor than filling the container. Which of the following statements by the teacher would most likely prompt the child to engage in problem solving in this situation?
  - a. "I'm going to watch you fill the container step by step. You tell me what happens at each step."
  - b. "I wonder if you'd be more successful if you tried to fill a wide-mouth container."
  - c. "Now I see what's happening. You're pouring the sand before the cup is above the container."
  - d. "Perhaps it would work better to use the container to scoop up the sand."
- ans. (a)

#### Outcome I - Analyse methods to assess the physical development in a child - 50%

#### Outcome II - Examine the development of sensory and motor skills in children - 50%

- 2. Every fall before the school year begins, a kindergarten teacher creates a daily schedule for her class. The best rationale for this practice is that children:
  - a. come from different types of families with different routines in the home.
  - b. require repeated prompting and close monitoring to stay focused.
  - c. need predictability to allow them to feel secure and be productive.
  - d. learn most effectively from activities that are teacher directed.
- ans. ©

## Outcome I- Evolve techniques to assess the social and emotional development in children - 50%

## Outcome II - Examine the impact of various factors on the social and emotional development in children - 50%

- 3. A third-grade teacher is concerned about a student who has recently begun having difficulty in several content areas. The student had previously done well on in-class assignments and quizzes and on homework assignments. The teacher has scheduled a conference with the student's parents. Taking which of the following approaches would be the most appropriate way for the teacher to discuss the student's academic difficulties with the parents?
  - a. expressing concern to the parents about the student's likely performance on upcoming assessments

- b. preparing a graph for the parents that compares the student's performance with that of classmates
- c. having the parents review the student's grades on his or her most recent report cards
- d. showing the parents recent samples of the student's work to illustrate the areas of concern
- ans. (d)

#### Outcome - Analyse the techniques to assess the cognitive development in children

- 4. A kindergarten teacher regularly includes project-based investigations as part of the curriculum. This practice would benefit students primarily by:
  - a. encouraging them to evaluate their own learning in a systematic way.
  - b. fostering their understanding of their own learning needs and preferences.
  - c. introducing them to new information in a logical and orderly progression.
  - d. promoting their exploration of content from integrated and varied perspectives.
- ans. (d)

#### Outcomes - Evolve strategies to foster cognitive development in children

- 5. The word "Pedagogy" means?
  - a. to educate the child
  - b. to guide the child
  - c. to understand the child
  - d. to lead the child
- ans. (d)

#### Outcome - Comprehend the methods for cognitive development of children

- 6 Pedagogy is the study of \_\_\_\_\_\_.
  - a. Guiding Students
  - b. Teaching Methods
  - c. Education
  - d. Teaching Methods

**ans.** (b)

#### Outcome - Design methods to improve cognitive development in children

7. If a child has the mental age of 5 years and chronological age of 4 years then what will be the IQ of a child?

- a. 80
- b. 125
- c. 100
- d. 120
- ans. (b)

#### Outcome - Design methods to assess cognitive development in children

- 8. Teachers should present information to the students clearly and in an interesting way, and relate this new information to the things students \_\_\_\_\_\_.
  - a. already know
  - b. don't know
  - c. not willing to know
  - d. willing to know
- ans. (a)

#### Outcome - Evolve new methods to invigorate cognitive development in children

9. \_\_\_\_\_\_ is the capacity to acquire and apply knowledge.

- a. Attitude
- b. Personality
- c. Intelligence
- d. Aptitude
- ans. (c)

#### Outcome - Evolve techniques to assess cognitive development in children

- 10. Who is regarded as the first teacher of a child?
  - a. Tutor
  - b. Headmaster
  - c. Mother
  - d. Class-Teacher
- ans. (c)

Outcome - Examine the role of family and school in social and emotional development in children

- 11. Toy age refers to \_\_\_\_\_
  - a. Late Childhood
  - b. Early Childhood
  - c. Babyhood
  - d. All of above
- ans. (b)

#### Outcome - Comprehend the stages and process of cognitive development in children

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- 12. A child writes with his / her left hand and is comfortable doing things with it, she/he should be \_\_\_\_\_.
  - a. Made to write with the left hand
  - b. Discouraged
  - c. Allow his preference
  - d. Send to seek medical help
- ans. (c)

#### Outcome - Examine and analyse physical development of sensory and motor skills in children

- 13. Which of the following statement is not appropriate to motivation as a process?
  - a. It satisfies the person's biological needs
  - b. It keeps away from an unpleasant situation
  - c. It helps in achieving a psychological ambition
  - d. It causes a person to move towards a goal
- ans. (b)

#### Outcome - Evolve techniques to assess social and emotional development in children

- 14. According to John Dewey, school is a \_\_\_\_\_ institution, and education is a \_\_\_\_\_ process.
  - a. environmental, psychological
  - b. philosophical, philosophical
  - c. social, philosophical
  - d. social, social
- ans. (d)

#### Outcome - Analyse the role of school in social and emotional development in children

- 15. Which of the following is not the tool for Formative Assessment in scholastic domain?
  - a. Conversation Skill
  - b. Multiple Choice Question
  - c. Projects
  - d. Oral Questions
- ans. (c)

## Outcome - Evolve methods to assess and foster cognitive development in children through learning by doing techniques

- 16. Which of the following should be used to increase correct responses and appropriate behaviour?
  - a. Praise
  - b. Reward
  - c. Strictness
  - d. Ignorance
- ans. (a)

Outcome - Analyse the needs and wants in children to develop appropriate motivational techniques

- 17. As people grow older, the \_\_\_\_\_ of learning declines
  - a. quantity
  - b. quality
  - c. speed
  - d. power
- ans. (c)

Outcome - Evolve techniques to assess and foster cognitive development in children



18. According to John Dewey, schools must prepare students for \_\_\_\_\_.

- a. present life
- b. entrepreneurship
- c. future life
- d. research

#### ans. (a)

## Outcome - Evolve techniques to assess and foster social and emotional development in children

- 19. What type of evaluation identifies the learning deficiencies and difficulties of the learners?
  - a. Diagnostic
  - b. Continuous
  - c. Summative
  - d. Placement

#### ans. (a)

#### Outcome - Evolve techniques to assess and foster cognitive development in children

- 20. Learning depends on cognitive development?
  - a. Some Times
  - b. Never
  - c. Always
  - d. In the calculation
- ans. (c)

#### Outcome - Analyse the role and significance of cognitive development in children

- 21. Who gives more stress to the philosophy of social constructivism?
  - a. Kohlberg
  - b. Piaget
  - c. Dewey
  - d. Vygotsky

ans. (d)

#### Outcome - Evolve techniques to analyse social and emotional development in children

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- 22. scores are generally \_\_\_\_\_ correlated with academic performance
  - a. Perfectly
  - b. Least
  - c. Moderately
  - d. Highly
- ans. (d)

Outcome - Evolve techniques to assess and foster cognitive development in children

- 23. What is the capacity to acquire and apply knowledge?
  - a. Intelligence
  - b. Personality
  - c. Attitude
  - d. Aptitude
- ans. (a)

#### Outcome - Evolve techniques to assess and foster cognitive development in children

- 24. The cardinal principles of learner-centered education are \_\_\_\_\_.]
  - a. Learning by doing
  - b. Learning by living
  - c. Both (A) & (B)
  - d. None
- ans. (c)

#### Outcome - Evolve techniques to assess and foster cognitive development in children

- 25. Who is regarded as the first teacher of a child?
  - a. Mother
  - b. Headmaster
  - c. Tutor
  - d. Class-Teacher

ans. (a)

#### Outcome - Analyse the role of family in the social and emotional development in children

- 26. Which one of the following is an example of a fine motor skill?
  - a. Hopping
  - b. Climbing
  - c. Writing
  - d. Running
- ans. (c)

Outcome - Analyse the physical development in children through their motor and sensory skill development

- 27. The raw material of thinking is \_\_\_\_\_\_.
  - a. Symbols
  - b. Semantics
  - c. Man
  - d. Child
- ans. (a)

Outcome - Evolve techniques to assess and foster thinking and cognitive development in children

# Unit 2

Educational thought of key theorists and pioneers

-earning Objectives

Chapter 1 -Froebel
Chapter 2 - Maria Montessori
Chapter 3 -Gandhi
Chapter 4 -Rabindra Nath Tagore
Chapter 5 -Aurobindo
Chapter 6 -Malaguzzi (Reggio Emilia)
Chapter 7- Gijubhai
Chapter 8- Tarabai Modak

Explore the role of researchers and philosophers in the evolution of early childhood education and training methodologies and pedagogies



Famous educational theories are a result of innovative thinking, experimentation and dedicated passion, hard work and belief.

Though there have been many educational philosophies over the centuries, here 8 Thinkers are highlighted in order to bring out their everlasting contributions in the field of ECCE.

A smart learner is one who knows and understands the various ideas and philosophies and also adapts to the needs of the pupils.

After reading about the great minds and the impactful work done by each one of them, we shall also look at practical examples of the usefulness of the theories floated by them.

As you continue to explore their lives and their minds, relate their studies to the times they lived in and how the theories broke new grounds so much so that we still discuss their impact on Early Childhood.

There is one thing common with all these educationists and us... we have faced challenging times! With the COVID situation, though very unfortunate, there is also an opportunity to create a new philosophy!

Are you ready?

#### **CHAPTER 1**

#### Froebel

#### 1.1 The Life Story

Born in Germany in 1782

Famous as the founder of the 'kindergarten' and 'Play-Way method'.

In School, he was considered a slow learner.

Having tried many professions, he became a teacher at Frankfurt, a very successful one.

Inspired by Pestalozzi's theory, of encouraging the pupil to learn through self-activity, by combining learning with doing.

In 1826, Frobel published his famous book, "The Education of Man". After this he started other schools in Germany and in 1827, opened his first kindergarten at Bladensburg.

Frobel's idea and methodology were gaining popularity, but the German government viewed his methods with suspicion that it encouraged socialism and forbade him to establish any schools. This was a blow for the great teacher, and he could not long survive it.

The great aim and purpose of his life is summed up in his famous saying: "COME; LET US LIVE FOR OUR CHILDREN."



#### 1.2 Froebel's Innovations

#### A. The Kindergarten

"Kindergarten" is a German word which means "The Children's Garden', i.e., a place in which young human plants are cultivated.

Froebel regarded the school as a garden and the teacher as gardener who tends to the saplings with love and care. Froebel studied childhood carefully, and discovered that the earliest years of life are very important

The similarity between a growing child and a growing plant led Froebel to present the idea of the kindergarten.

- 1.1 The Life Story
- 1.2 Froebel's Innovations
- 1.3 Froebelian Ideas and the Teachers' Role

#### B. Froebel's gifts

Froebel devised a series of gifts. The gifts comprise of carefully selected materials which possess all the novelty of toys, yet they help lay the basics of his educational method. They are designed to fulfill the following objectives:

- 1. train the senses of sight (see and look) and touch (feel),
- 2. provide the child with a concrete idea of size and surface,
- 3. to allow the child to relate with the correct idea of number.
- The activities undertaken, using these 'Gifts' were called 'Occupations';

The gifts are to be given to the child in a certain order.

Total gifts designed were twenty in number, but only the first seven are now termed as the "Gift".

After the first seven, the other set of materials consist 'occupations' such as stick-laying, perforating, paper-cutting, threading of beads, mat-making, embroidery, basket-making, wire work, drawing and modeling.

The duty of the teacher, while the gifts/ occupations are being presented to the children, is not to remain a passive observer.

#### Gift 1: A set of colourful crotchet balls with strings :

A ball is often the first and the most preferred toy of infants. A lightweight ball is easy to grasp or hold.

Holding, grasping and feeling the ball may be the first experiences of the child to experience 'play time.'

Ball play introduces movement and motion to child through rolling, swinging, pushing and tossing games. Colourful balls would help the child to begin to distinguish form, colour and movement. It also is early physical activity to improve of eyehand coordination and gross motor control.





Gift2: is composed of a sphere, cube and cylinder made of hardwood.

In playing with these the child notices the difference between the stability of the cube, and the mobility of the sphere.

He observes that the cylinder is both stable and movable, and that it harmonizes both the qualities in of a cube and a sphere in one shape. Gift 3: Often called the first building box, is actually 1 large cube divided into 8 smaller equal cubes: from these the child can build up a number of useful artistic forms such as benches, steps, doors, bridges, etc. These may help the child to gain elementary ideas of addition and subtraction.



Gift 5: consists of a large cube divided into twenty-seven small cubes. 3 cubes are again divided diagonally into halves and 3 more cubes are divided into quarters. This enables the child to construct many beautiful forms and patterns. This becomes a great learning tool to teach form and number.



Gift 7: is a set of many square and triangular tablets usually in two colours. Modern sets also have circles and semi circles to enable child play with these geometrical shapes and try her hand on practicing mosaic work.



Gift 4: consists of the large cubes divided into eight oblong prisms in each which the length is twice the breadth and the breadth is twice the thickness. This helps the child to construct different kinds of buildings and patterns when combined with the third gift.



Gift 6: One large cube divided into eighteen whole blocks and nine small oblong blocks. Complicated designs in forms and construction may be enjoyed by the child and it remains useful in teaching numbers and form.



#### C. Nature Study

Nature Study through gardening and maintaining a kitchen garden was very important for Froebel. Froebel considered nature-study to be working with God. Such work would be of great benefit to the child as this will bring him nearer God, and also enable the children to understand and feel the world around them. Along with this the child will pick up skills of observation, careful thought and reasoning.

It was imperative that a child should be, loving and attached to the world that sustains

life. The important skill to adapt oneself to Nature was also instilled through such work.

Usually the school would have a small garden attached to it and pupils had to work in the field. Froebel's gardens included many lessons in them, such as observation learnt by close look at the growing plants, the mannerisms of animals or insects that are found in the garden.

From digging the ground, to sowing the seeds, watering, weeding, and reaping, the pupils had to do it all. The produce of their labour in terms of fruits and vegetables grown by them, were their rewards. The attached kitchen made use of the harvest which was included in the daily meal or in an 'Occupation'.

#### D. Songs, Rhymes, Gestures and Movements

Froebel spent many years observing and noting children's songs and games before compiling his own 'Mother Songs' book. He believed that songs and rhythm had the ability to help adults and babies make attachments and emotional connections. A baby given this musical treat from adults would feel much cared and more loved, such was Froebel's belief.

Therefore, songs and rhymes were an integral part of a Froebelian Classroom. Teachers would make conscious efforts to introduce activities, topics or gifts by bursting into melodious rhythmic verses.

For example: When presenting a cube, the teacher can sing the 'Cube Song'

'Eight corners and twelve edges see,

And faces six, belong to me;

One face behind, and one before,

One top, one bottom that makes four.

One at the right, at left side one,

And that counts six, if rightly done.'

#### 1.3 Froebelian Ideas and the Teachers'Role:

#### 1. Child Centric Pedagogy:

The interest of the child remains at the center of all instruction and activities. The adult's role is of a facilitator to provide opportunities for the child to explore and discover.

Children must be taught by a method where they feel active, involved and delightful while actually learning the concepts planned by the teacher. This was an opposite of the traditional methods of lectures, rote memory, and repetition. Therefore, learning by doing or experiencing what we do is most important to achieve the learning outcomes planned.

Frobel's idea of Gifts, Nature Study and Songs all lead up to insightful learning through self-discovery by the student.

Learning by doing and with practical examples should be introduced through activities like paper-cutting, paper-folding, stick-laying, bead-threading, mat-making, clay-modeling and colour-work.

Nowadays, in our modern kindergartens, we observe, the great pleasure with which children occupy themselves with these activities. The school has surely become a place of activity and joy for children because they are able to do what they want. Children's natural instincts of construction, manipulation, curiosity, self-discovery must be satisfied as well as motivated for better and self-learning.

The adult or teacher remains a by-stander only, as an observer or a passive facilitator. She understands that "Play" is a child's the most favorite activity and that natural 'play' instinct must be nurtured and fostered further.

#### 2. School as a Micro Society

The school is the place for the child to learn the important principles in life - responsibility, truth and justice. The child should discover his own individuality and develop the power of doing things in a social atmosphere through co-operation, acceptance, appreciation and mutual assistance.

The teacher encourages social connect and collaboration so that the child starts to feel committed as well as answerable to societal responsibilities from an early age.

#### 3. Friends to the Environment

Nature and Nurture (as explained under Nature Study) should be available in abundance around the young minds. Children should understand the Naturality of world around them and be responsible enough to Nurture them. This encourages the child to be Environmentally friendly and responsible.

#### 4. Songs and Dance:

Language and vocabulary, pronunciation and rhythm are enhanced through Rhymes. Gestures or actions along with these rhythmic songs are intended to exercise the limbs and muscles and to make them familiar with the common body language and gestures.

The teacher usually selects the rhyme and order in accordance with the development of the child. Usually, there used to be three parts in each song:

- 1. A motion for the guidance of mother or teacher.
- 2. A verse with the accompanying music.
- 3. A picture illustrating the song.

# **CHAPTER 2**

# Maria Montessori

# 2.1 Life in Brief

Maria Montessori was born on August 31, 1870 in the province of Ancona. in Italy. She was an only child and in 1882 her family moved to Rome so that Maria could continue her education.

1896 Maria Montessori was the first woman to be a Doctor of medicine.

Three years after her graduation, Maria found herself working in an orthopedic school for children with special needs.

- 2.1 Life in Brief2.2 The Montessori Method
- 2.3 An ideal Montessori classroom

She was familiar with the works of Jean Itard and Edouared Seguin, in the field of Special Education. This was the start of her method. Maria worked with the special children for two years and her method could make these children pass their exams with similar scores as normal children. Maria questioned herself, "What would be the effect using similar methods on normal children?"

Maria's new interest in children prompted her to return once again to the University of Rome. In1901, she joined as a student to continue her studies in philosophy and pedagogy.



The success of Maria Montessori's method for working with the children became renowned around the world within a few years. In 1908-1909 Maria wrote The Montessori method and by 1910 she started to give training courses on her method to teachers. By as early as 1911-1912 schools all over the world were following her method.

Maria Montessori died on May 6, 1952 in Noordwijk-on-sea, Holland where her headquarters had eventually ended up.

Montessori Education was introduced to the United States in 1912. One of the earliest American Montessori schools was established by Alexander Graham Bell in his own home.

# 2.2 The Montessori Method

Montessori believed in empowering children by fostering independence in them, "The essence of independence is learning to take care of oneself."

Practical life activities or motor skills, such as scooping, pouring, sweeping, sewing, gardening, encourage independence, responsibility, confidence, and competence. Children exposed to so many varied activities feel valuable, capable, and empowered.

The main characteristics of the Montessori Method are as follows:

- Mixed Age Grouping: also called family grouping. The classes are composed of a 3-year span for both elementary and pre-school programs. Each class includes ages 3-6, 6-9, or 9-12. Such grouping promotes peer teaching, wider social interactions, adaptation to individual differences in style and pace of learning. It also develops a family like community. The younger ones are exposed to older role models and the older students who partake in peer teaching benefit through reinforced learning.
- 2) Individualized Instruction: Each child learns and develops at her/his own pace through the exposure of materials and lessons introduced by trained staff. The curriculum is designed for instruction in such a manner that it may be introduced sequentially, at particular developmental level of the individual child and allows the child to work according to his/her capacity and abilities.
- 3) Child Directed Program: Within the structure of the classroom and curriculum, children are encouraged to pursue their interests, make responsible choices for themselves and direct themselves to constructive activities. It is natural that children's interest will vary and differ from others, therefore, this becomes an opportunity for independent and self-motivated learning.
- 4) **Designed Environment / Materials:** The school or the learning environment is equipped with a variety of specially designed Montessori materials like multi-sensory, sequential and self-correcting apparatus. Montessori materials are carefully selected to meet the needs of the range of students in each class along with meeting the goals of the program.
- 5) Specialized Staff: Montessori is a specialized form of instruction and therefore calls for special training. Background and experience in early childhood education, adds to the quality of the teacher. Specialized training programs throughout the world prepare and certify teachers in the field. The course of study includes educational philosophy, academic training in the curricula, early childhood development, classroom management and use of materials for individual lessons.
- 6) Hands on Approach to Learning: The use of materials for learning in the Montessori classroom is an integral part of the program, starting from pre-school and running all through the elementary years. Based on a belief that children learn by doing, lessons for math, language and other subjects depend on hands on materials provided by the

Montessori teacher.

- 7) Integrated Curriculum: When multiple subjects are combined to teach one topic, the teaching becomes 'Integrated'. This means, bringing together of more than one area of knowledge to help us attain or experience new knowledge. Integration of subjects allows the child to make intelligent connections across subject boundaries. At the elementary level, the curriculum integrates many subject areas into the lesson at hand.
- 8) Whole Language Approach to Reading: Curriculum delivery also concentrates on writing and reading. Activities and lessons are generated according to the students' ability and learning styles. The literature programs aim to meet the child's individual needs.

#### 2.3 An Ideal Montessori Classroom

In the Montessori classroom for the 3 to 6 years olds, the most important aspects are the environment and the 'directress' or teacher. First of all, the rooms are prepared to meet the children's physical needs. All furniture and equipment are scaled to their size, all pictures hung at their eye level, and all material easily accessible to them. The materials are placed on the shelves in sequence and order of use. The children can be totally independent, from hanging up their own coats to using the rest room. The rooms are aesthetically pleasing with pets and plants to care for. The children help to maintain the order and beauty of the room by carefully returning their work to its place, putting mats away, and pushing chairs in. The shelves and their contents are always renewed and kept ready for the new day.

#### There are four main areas of work in the classroom

- I Practical Life: In it there are real life activities such as dish washing, sweeping, dusting, and pouring. These are exercises that are familiar to the child and will aid in her or his complete development. They will help the child to grow in self-knowledge, independence, confidence and develop a power of concentration. There is also development of their eye-hand coordination and mastery environment. A cycle of repetition, concentration and satisfaction begins, and the child is coming in "normalization" zone with reference to child gaining self-confidence and inner discipline.
- II The Sensorial Material: The class is equipped with rods, cylinders, pink tower, materials for refining the sense of touch, sound and taste. All information has to be taken in through the senses and the child can now begin to classify and refine the information. This instinct is intense in age 3-6. The very basis of a child's intelligence is molded as hand and senses work together. He or she works through muscles to experience the discrimination, and their absorbent minds to store knowledge without effort. Many of the material train the children to observe, as they make comparisons between objects. The materials are self-correcting, and mistakes lead to making personal judgement and coming to a child's own conclusions to try again and experience success.
- III Role of the teacher. With the overviews of the 3 to 6 (age group) environment given, the role

of the directress or teacher is vital. This individual is the link between the child and her/his development through the prepared environment. The teacher must carefully observe and guide the child according the child's sensitive periods. The directress does not impose learning but guides and stimulates the child to make her or his own discoveries and encourages the child to spontaneity and mastery. Dr. Montessori said, "The first task of an education must be to stimulate life and then leave it free to develop and unfold."

IV Social Development. Socially, the Montessori classroom is a wonderful learning experience. Because the children are grouped together between the ages of 3-6, the older children become models and teachers to the younger. They learn to respect each other's work. They are free to work together on activities of their own choosing, when they want. Often, an older child helps a younger friend in an activity. They come to see some of the work in the room as "two person-work" and know the way to invite a friend to help do it. This also provides a great opportunity for the children to practice their language skills by carrying on a conversation while 'working'. There is little or no competition fostered and children naturally want to help one another. They are actually living out a community way of life. The classroom becomes theirs and they learn much more through the care of the environment as well as their care for one another.



# Chapter 3 - Gandhi

#### 3.1 Introduction

Father of Nation, Mahatma Gandhi was born on 2nd October, 1869 in Porbandar, India and he died aged 78 in New Delhi. People often call Mahatma Gandhi, Bapu and Gandhiji. Most recognized for his role in the Indian independence movement and his philosophy of Ahimsa or non-violence, Bapu was also a great educationist.

He realized that India needed a strong and indigenous education system to make itself self-reliant, to be able to shun away the colonial rule and to sustain the economy after independence.

Gandhiji rejected modernization. Industrialization, machinery, parliamentary government, the growth of the British Empire and

- 3.1 Introduction
- 3.2 Head, Heart and Hand philosophy
- 3.3 Essentials of Pre Basic Education
- 3.4 A school based on Gandhi's philosophy

all the things that most people regarded as progress were actually hampering India's selfreliance, this was the belief of Bapu. In opposition to modern civilization he uplifted ancient Indian practices which emphasized on village communities that were self-sufficient and selfgoverning.



"Education not only moulds the new generation but reflects a society's fundamental assumptions about itself and the individuals which compose it."

His perception of an ideal society consisting of small, self-reliant communities was basis of his views on 'Basic Education'. According to him, the ideal citizen should be an industrious, self-respecting and generous being, living in a small cooperative community.

To 'learn from everyday life,' was the mantra behind Gandhi's conception of basic education.

3.2 Head, Heart and Hand philosophy -According to Gandhi, teaching process involves the head, the heart and the hand.

Head - make children thinking, curious and self-discovering individuals. Let them find answers to their own problems and promote self-learning.

Heart - add value to teaching. With every teaching, every subject and every topic, there can be a small lesson about values, empathy and love; such was Gandhi Ji's belief. E.g. The topic of animals, can be combined with love and care for animals, protecting and preserving voiceless

lives etc. Similarly, lessons on food may include respect for food and how not to waste it. Hand - children learn best by 'doing'. Hence project work, activities and field trips are given more importance.

## 3.3 Essentials of Pre-Basic Education

In 1937, Gandhi Ji gave a sound ideological basis for his scheme of new education called

Nai-Talim or Basic Education. But there was not much focus on early childhood years at this stage. Gandhi realized that the child below the age of seven could not be neglected. This was considered as an important stage in the period of human growth and development. Gandhi said, "The real education begins from conception as the mother begins to take up the responsibility of the child. It is very clear that if this new education is to be effective, its foundation must go deeper, it must begin not with the children but with the parents and the community."

Therefore, a number of suggestions were given out

- Co-operation between the teacher and parents in carrying out the education of young children.
- Focus on Health, Nutrition & Early Childhood Education
- Pre-school education must not be expensive and should reach the villages.
- Medium of play makes the child active, creative and playful.
- Attempts should be made to develop the qualities of self-sufficiency in the child.
- Integrate handicraft with lessons in history, geography and arithmetic . The principle idea should be to impart the whole education of the body, the mind and the social thought while the handicraft that is taught to the children.
- Good education stimulates the spiritual, intellectual and physical faculties of the children.
- The educational theory is "naturalistic (nature bound) in setting, idealistic (morals bound) in aims and pragmatic (practice bound) in method.

#### 3.4 A school based on Gandhi Ji's philosophy

Based on Gandhi Ji's ideas of pre-school education, the first experiment in pre-basic education was started in 1945 in the village of Sevagram. The programme of instruction in a pre-basic school was geared up to the needs of the following four groups of children:

- Stage I: Conception to birth
- Stage 2: Birth to 2 1/2 years
- Stage 3: 21/2 years to 4 years
- Stage 4: 4 years to 7 years

The first two stages called for active involvement and interaction of the mother with her child. Opportunities must be made available for mothers to learn the developments, trends and researches in child rearing, health and hygiene and quality parenting.

At stage 3 (2 <sup>1</sup>/<sub>2</sub> to 4 years) children must be provided a social setting to play and perform group

activities. However, being the foundation years, there should be least restrictions and children should be free to play, move about and to choose their own activities. Teachers, however, must supervise and guide the child at all times.

Children at stage 4 become more independent and may be able to participate in purposeful activities such as cleaning the class room, watering plants, fetching water, drawing and painting and similar activities. Teachers must be observant about the likes and dislikes of the child.

Gandhi Ji wanted implementation of good education, an education that could stimulate the spiritual (values), intellectual (brain) and physical (body) aspects of the children.

• **Curriculum:** must be craft centered and activity oriented/centered. New activities should be introduced during preschool level. Gandhi Ji advocated that it was through craft that children experience the concrete life situations.

Subjects taught were Languages like Hindi, English, Gujarati, Urdu and Tamil along with other subjects like History, Geography and Arithmetic.

The Craft work should be designed and taught in a manner that it results in productive work and also in developing the intellectual capacities of the children.

The curriculum, as advised by Gandhi Ji was craft and activity centered. The timetable was carefully worked out by Gandhi Ji himself. The scheduling of different subjects was as follows:

- o 3 hours Craft
- o 20 minutes Music, Drawing
- o 40 minutes Mathematics
- o 20 minutes Social Studies and Natural Science
- o 10 minutes Physical Training

Gandhi Ji encouraged vocational training, so that children would also learn a skill to support themselves. Sandal Making, Weaving, Spinning etc. were skill-based learnings that could secure a livelihood for the individual. Since Gandhi Ji believed in micro sustainable community living, he encouraged that various individuals of the community master various crafts so that they can inter depend on each other.

- Books: Use of many books, especially books with formal writings were strongly discouraged by Gandhi Ji for the preschoolers. At the first year in primary school, child should remain completely book-free. The teacher should use oral methods of interaction and teaching and save the child from a "Tyranny of words". Gandhi Ji believed "Good handwriting is a necessary part of education. I am now of the opinion that children should first be taught the art of drawing before learning how to write. Let the child learn his letters by observation as he does different objects, such as flowers, birds, etc., and let him learn handwriting only after he has learnt to draw." Therefore, expression through Art was a central theme in his Pre-Basic education model.
- The Teacher: Teacher must play the role of a mother in such a manner that she nurtures the child intellectually to bring the child to righteousness and mature thought. Gandhi did not

believe in corporal punishment. "Punishment does not purify; if anything, it hardens children." Alternative remedial methods to alter the undesired behavior of the child were implemented.

The teacher must allow the child to understand the wrongdoing and improve by selfmonitoring and self-control. Such self-correction would happen in strong personalities and such strength was to be fostered in the child by the teacher by relating to examples and instances.

• **Religious education:**Children must be devout to the existence of a larger force or God and must reflect righteous actions and good will towards all Godly creations.

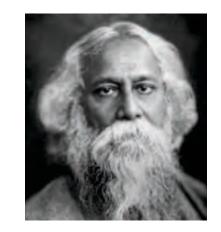
# Chapter 4 - Rabindra Nath Tagore

# 4.1 Introduction

# Rabindranath Tagore (1861-1941),

Facts about Tagore:

- Asia's first Nobel Laureate
- Born into a prominent Calcutta family.
- His father encouraged a multi-cultural exchange in the family mansion Jorasanko.
- Rabindranath's thirteen brothers and sisters were mathematicians, journalists, novelists, musicians, artists.
- His cousins, who shared the family mansion, were leaders in theatre, science and a new art movement.



In the 1890s, he was put in charge of the family's rural properties. The great divide between the uneducated rural areas and the city elites experienced by him, determined him to do something about rural uplift. Therefore, he started a small school at Shantiniketan in 1901 where students and teachers were involved with literacy training and social work and the promotion of cooperative schemes.

He dedicated forty years of his life to his educational institution at Shantiniketan, West Bengal.

Rabindranath's school contained a children's school as well as a university known as Visva-Bharati and a rural education Centre known as Sriniketan.

Tagore's Vision and efforts were to make education deep rooted in one's immediate surroundings and also connected to the cultures of the wider world. He professed many changes in the existing education system of his time:

- 1. Be as close to Mother Nature as possible: Curriculum should revolve around nature with classes held in the open air under the trees
- 2. Nature walks and excursions to be a part of the curriculum
- 3. Class schedules were made flexible to allow for shifts in the weather

- 4.1 Introduction
- 4.2 Visva Bharati
- 4.3 Key Ideas on Early Childhood Education

- 4. Special attention to natural phenomena, and seasonal festivals
- 5. Arts should become instinctive and widespread.

Most of Rabindranath's dramas were written at Shantiniketan and the students took part in both the performing and production sides. He writes how well the students were able to enter into the spirit of the dramas and perform their roles, which required subtle understanding and sympathy without special training.

# 4.2 Visva-Bharati

Rabindranath aspired for Visva-Bharati to become a national centre for the arts.

He encouraged artists such as Nandalal Bose, to devote themselves full-time to promote a national form of art. Tagore extensively supported and brought together different forms of Indian dances.

He was successful in reviving the folk dances and sharing the dance forms with various parts of India

He also supported modern dance and recognized the talents of Uday Shankar, who was invited to perform at Shantiniketan. Rabindranath invited artists and scholars from other parts of India and the world to live together at Shantiniketan and share their rich cultures at Visva-Bharati.

The Constitution designated Visva-Bharati as an Indian, Eastern and Global cultural center.

# 4.3 Tagore's ideas on Early Childhood Education

Tagore believed that knowledge and learning at early years the child should come through natural process of coming in contact with happenings, things and persons. This would be beneficial for the child to have wide experience and varied interests

Learning for the child should remain explorative, active and full of enjoyment.

His other ideas for the education of young children are described below:

- Aims of education: The child should experience gradual and progressive growth. Enhancement of knowledge should begin with training of instincts, balancing emotions, self-reliance and societal cooperation. Art, Music and Theatre should also be introduced.
- **Curriculum:** He stressed on delivery through activity and play. Learning should be made creative and interesting so that child's interest is captured easily.
- Tagore emphasised on the following Methods :
  - 1. **Peripatetic method:** There should be movement- physically as well as intellectually. Therefore the classes need frequent change of venue. And the mind of the child needed frequent change of subject and topics.

The children should be taught drama and arts as compulsory subjects from the beginning. This is because the children need the opportunity to give expression to their feelings through their bodily movements.

2. Activity method: He gave emphasis on activity method. He wanted children to understand the concepts by performing activities. There was no better way to learn but by doing on their own. Similar to many other educationists, Tagore too emphasised on the power of learning by doing

- 3. Environmental approach: Nature is the biggest teacher. This was Tagore's underlined diktat. Teaching through the environment was promoted. The belief that keen observational skills will be enhanced was reflected in the lessons given through Nature walks to younger children. He believed in providing first hand experiences to children in their learning process through nature.
- **Discipline in schools.** Tagore was against any rigid discipline during childhood. A break of 5 minutes between class periods, frequent change the place of class, movement of class from the shade of one tree to another and urging students to climb the tree if they so willed are all reflective of Tagore's treatment of 'discipline'. He firmly believed that restrictions make education joyless.

# Chapter 5 - Aurobindo

#### 5.1 Introduction:

Aurobindo Ghose was born on August 15, 1872. He is better known as Sri Aurobindo to the entire world, as a great scholar, a national leader and a spiritual guru.

Sri Aurobindo's writings promoted the idea of complete independence of India which landed him in jail for political unrest.

5.1 Introduction

5.2 Aspects of Education

He became famous for his active participation in the freedom struggle against the British in India, but he gradually evolved as a spiritual and yogic guru.



Sri Aurobindo wrote powerfully for 'Bande Mataram', and later for 'Karma Yogin'. His writings electrified the nation and surcharged the people with a new energy.

In 1910, he left politics to work towards the fulfillment of his vision of human unity through the spiritual routes, a system he termed as "Integral Yoga"

# 5.2 Aspects of Education:

Sri Aurobindo did not define anything separate for early childhood years, but his ideas were very useful for intellectual and spiritual development of all humans. The relevance of understanding Aurobindo and his work is that adult influences on the child reflect on the personality of the child. Children learn by examples from the human environment that they live in and these are most impactful in their growth. Therefore, while living a spiritual and value-based life, we tend to transmit the same in children we touch.

According to Aurobindo, the education should be imparted with the following methods of teaching:

#### 1. Deal with love and care:

Children are innocent beings and susceptible to imbibing the actions of others in their own personality. They usually 'monkey' others' behavior. And the interactions and experiences at this early tender age may last with them for the whole life. Therefore children need to be treated with unconditional love, positive thought, empathy and pure considerations.

# 2. Education through Mother tongue:

Language is the medium for humans to understand each other. Mother tongue, or the language a mother speaks, is the foremost oral experience for the child. It is researched that a child in womb can hear and recognise her mother's voice. The world of a newborn or infant baby is sensed mostly through the mother's voice. As the child grows, she builds a vocabulary, connects the syntax and starts to interact in the same language as her mother. This language also forms our inner thoughts and the manner to communicate with ourselves. Learning through the mother tongue is crucial for comprehension of concepts and placing ideas and thoughts in definite perspective. The child sub-consciously depends on the mother tongue for enhancing important cognitive skills such as critical thinking, logical reasoning and even the skill to learn a second or third language .Therefore, it was emphasized that education be imparted only through a language which is deep rooted and relatable for the child, and there is nothing like the mother tongue.

#### 3. Child's interests and self-experience:

The teacher should initially make note of the interests and likings of the child and then plan her program in a manner that caters to these interests. Such a practice will provide intrinsic motivation for the child to learn more and also help in better retention of knowledge. Deeper knowledge is also fostered and retained only when it is experienced on our own. Any activity done through engagement in hands on activity leads to better reflection of own actions and also connects the child better with the imparted theories and concepts.

#### 4. Development of Senses:

During the learning experiences, the child should also make use of all the senses to assimilate the knowledge properly. Employment of the five main senses of hearing, speaking, listening/ hearing, feeling and tasting results in further training of these senses to become more receptive and effective.

#### 5. Mental Development:

When the senses are trained, we train the mind as well and this further leads to mental development. Mental faculties like IQ, memory, creativity thinking, reasoning, imagination and discrimination should get a boost through the teaching learning process and therefore opportunities for mental development should be created and presented by the teacher.

#### 6. Development of Morality and Conscience:

Mental development with no moral compass is a harmful combination. As determined by Sri Aurobindo, if there is a lack of moral and emotional development then a developed mental faculty may become detrimental to human progress. For moral development of a child, her emotions, impressions or habits and nature are the three essential factors. Morality is the skill that enables us to differentiate between right and wrong, to pick the path of goodness, to make conducive choices and it is the teacher who can awaken good morals and right conscience through examples and imitation of values and morals.

Aurobindo formulated four levels to develop a conscience namely-Chitta, Manas, Intellect and Intuition. All these four levels should be developed harmoniously to enable development of conscience. According to Aurobindo, the mind is consisted of these four layers. Chitta, the first layer, is the passive memory. Manas, the second layer, receives the images and transforms them into thoughts and perceptions. Buddhi or Intellect, the third layer and adopts knowledge. The fourth layer of Intuition brings higher knowledge through deeper thought.

#### 7. Spiritual Development:

Aurobindo emphasized that the chief aim of education must be to help the growing soul bring out the best in itself and enhance it for a noble use. Another aim of education is to prepare man for divine life. True education is one that enlightens the inner soul of the man. According to him every human being has some element of divinity in him. He said, "The chief aim of education should be to help the growing soul to draw out in itself what is best and make it perfect for a noble use."

#### 8. Creative Development:

A teacher should recognize the individual unique behavior of every child and that each child would react to various activities in a different manner. Similarly, each child would have a different learning pattern and method to gain knowledge. There are children who are more inclined towards creative activities such as arts, music, dance, poetry, drama, etc. Such children must be given freedom to pursue these important activities. However, children who show no or less inclination towards such creative activities may be oriented softly and never forcefully.

#### 9. Physical Development:

Aurobindo stressed emphatically on the proper education of the body and elaborated on three principles for it:

- a. Control and discipline over functions of the body;
- b. Harmonious development of all the parts and movements of the body;
- c. Rectification of defects and deformities, if there are any.

Physical education is governed by method, order, discipline and procedure. It must be based upon knowledge of the human body and its functions. Therefore the child should be exposed to the right positions, postures and movements from an early age. Sports, outdoor games and gross motor activities must be given a prominent place in a child's education.

Food also plays an imperative role in Physical Development. Development of eating habits and choice of food that is simple, healthy, nourishing and appetizing should be aimed for. Children must be taught to eat to satisfy hunger and bodily needs and not to indulge in greed and gluttony. Hygienic habits and cleanliness should also be taught.

# Chapter 6 - Malaguzzi (Reggio Emilia)

## 6.1 Introduction

Reggio Emilia is a small and historic town in Northern Italy. After the Second World War, Reggio Emilia was ravaged and devastated. The citizens of the town decided to invest as much as possible in their children and in Early Childhood Education. The community developed a program that includes both co-operative schools and public schools. The mission in these schools is:

6.1 Introduction

6.2 Principles of Reggio Emilia Approach

Listen and value what children say and do.

The city run educational system for young children originated in, schools started by parents, literally built with their own hands. The first school was built with proceeds from the sale of a tank, some trucks and a few horses. Moreover, right from the start Loris Malaguzzi, then a young educator, founder/ philosopher, guided and directed the energies of those parents and teachers. His thinking reflects a social constructivism drawing from Dewey, Piaget, Vygotsky, Burner and others. He drew a powerful image of the child, social from birth, full of intelligence, curiosty and wonder.



His vision of an 'education based on relationship' focuses on each child in relation to others and seek to activate and support children's reciprocal relationships with his surrounding environment.

The Three Gears of Education: Children, Teachers (the school) and Parents (the community)

Children are the center of focus for a healthy future of the community.

The progress of the child reflects the progress of the teacher and simultaneously the progress of the parent, family and the community.

Therefore, children's rights should be recognized, alongwith their needs. Children have a right to high quality care and education that supports the development of their potentials.

How to view young children:

- 1. As individuals who are curious about their world
- 2. They have powerful potential to learn from all that surrounds them.
- 3. We should understand them by considering their Educational, psychological, and sociological influences
- 4. We should give exposure of a wide variety of educational opportunities that encourage self-expression, communication, logical thinking, and problem-solving.

# 6.2 Principles of the Reggio Emilia Approach:

# The Reggio approach follows four major principles. These are:

- 1. Emergent Curriculum.
  - a. The curriculum emerges from actual interests of children.
  - b. Curriculum topics are designed from active interaction with children and their families
  - c. Teachers compare notes and observations as to decide which projects should be best suited to the children, materials to be used, and the manner to involve and encourage participation by parents and the community

## 2. Projects Based Learning:

- a. Once children's interests are determined, projects are floated based on a thorough study of the information gathered
- b. Projects are often introduced to children as adventures, and can last either for a week or two or the entire school year.
- c. Teachers act as advisors on these projects, assisting the children to decide the direction of their research, the representation of what they learnt, and materials best suited for their presentations.

# 3. Representational Development.

This principle reflects on Howard Gardner's concept of 'Multiple Intelligences', which says that children need not have just an intellectual capacity, but have many kinds of intelligence, including musical, interpersonal, spatial-visual, and linguistic intelligences. The Reggio Emilia approach calls for the presentation of new ideas and concepts in multiple forms, such as print, art, drama, music, puppetry, and so on. Varied presentations ensure that all are able to understand and connect with the help of their own capacities and medium

4. Collaboration. Collaboration is of utmost importance to further a child's cognitive development. Groups both large and small are encouraged to work together to problem-solve using dialogue, comparisons, negotiations, and other important interpersonal skills. Each child's voice is heard in order to promote a balance between a sense of belonging to the group and a sense of self.

#### 5. The Teacher's Role

Teachers are both Learners and Facilitators in the Reggio Emilia classroom. First they learn alongside children by getting involved in group learning experiences and then they take up the role of a guide or resource. The teacher must always carefully observe and track the growth of children in the classroom. Reggio teachers also reflect on their own learning and teaching.

#### 6. Observation and Documentation

Documentation to track the growth of both children and teachers is another important component of the Reggio Emilia approach. Photos of children at work and play, along with their oral sharing of experiences, enable teachers and parents to learn more about the needs of the child. This helps the teachers to adjust the dynamics of the class and future learnings accordingly.

#### Example of documentation by a teacher on a Project:

"The first meeting with the children was held and children's conversations were full of ideas and surprises which increased their involvement. They thought of improving the area by adding several amenities to make them feel welcomed in the playground. Finally, they became very enthusiastic about the ideas expressed by one child of constructing an amusement park for the birds on the playground of the school. After the conversation, eight children were interested in drawing what they thought would be useful and nice to include in the amusement park for birds."

That very evening, the teachers transcribed this first conversation with the children, discussed it with the 'pedagogista' (group of other teachers and participating parents), prepared questions on the topic because it was clear that the goal of constructing an amusement park was of great interest to the children and also offered many opportunities for combining learning experience with pleasure.

#### 7. The Classroom as 'The Third Teacher'

The classroom is referred to as the "third teacher" in Reggio schools.

- a. Great care is taken to construct an environment that allows for the easy exploration of various interests.
- b. The documentation mentioned above is often kept at children's eye level so that they, too, can see how they are progressing over the year.
- c. Items from home, such as real dishware, tablecloths, plants, and animals, contribute to a comforting, "homely" classroom environment.
- d. classroom interiors and the material help children make thoughtful decisions about the what they would like to use for different projects
- e. Document of children's progress using many different methods, such as: video photographs, tape recordings, work portfolios, and recorded dictations are displayed to make the child feel relevant and proud.
- f. Teachers form a class group of other teachers and parents to help compare information and adjust to the special needs and interests of children.

Glimpses of some Reggio Emilia Classrooms

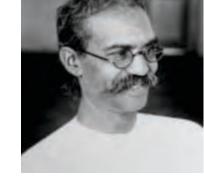


# Chapter 7- Gijubhai

## 7.1 Introduction

Born on 15th November, 1885 in Chittal, Gijubhai is most known as 'Moochhali Maa; a mother with whiskers. Following the birth of his son, he developed an interest in childhood development and education. He also founded the 'Bal Mandir,' a pre-primary school and published close to 200 works including 'Divaspwana.' (Daydreams). His topics include children, education, travel and humour. However, his focus was books for children, parents and educators.

- 7.1 Introduction
- 7.2 Principles of Gijubhai
- 7.3 Contributions
- 7.4 Real Education
- 7.5 Bal Mandir



# 7.2 Principles of Gijubhai

- Emphasized the use of democratic disciplinary techniques.
- Emphasized the use of stories, games, poetry, folk songs in the curriculum.
- He stressed that the children should sit in a circle and the teacher should also be a part of that circle.
- The teacher should hold regular meetings with the parents. The teacher during these meetings must seek parent's cooperation.
- Information should be graded i.e. move from familiar to unfamiliar.
- Emphasized on teaching children personal cleanliness and providing opportunities for cleaning prior to starting school.
- Individual interest of the child for a particular activity needs to be considered. A child should not be forced to do an activity.
- Assessment should be a part of the activity itself and not a one-time activity.
- Exams should not be viewed as a test of achievement but a means to diagnose the weak areas and students who need additional help.

## 7.3 Contributions

Gijubhai trained his son according to the Montessori system. This method convinced him and the 'Dakshinamurti Balmandir', a pre-primary school, came into being August 1920.

Gijubhai contributed to the transformation of a foreign system of child education to one which was most suitable to the Indian environment.

The imperative part of training teachers according to Montessori guidelines and creation of suitable content for children was also successfully endeavored upon by Gijubahi.

People connected with Gijubhai-teachers and parents, widely acquired from the philosophy of Montessori, Froebel and others to devise their own practice to adjust with the Indian requirements.

With the sensorial material of Montessori, there was place for music, dance, story-time and outdoor play as well.

The whole system revolved around important elements like freedom and love

Understanding the demand for qualified trained teachers, 'Adyapak Mandir', the first Pre-Primary Teachers Training College was established at Dakshinamurti in 1925.

Gijubhai authored over 100 works of literature for children ranging from simple short stories, nursery rhymes and tales of travel and adventure. Many of his works have been translated in different languages and are still enjoyed by young readers

The year 1925 also saw the coming together of the two great Indian educationists -Gijubhai and Smt. Taraben Modak, for editing 'Shikshan Patrika', a Gujarati monthly.

The above-mentioned goals for his courageous criticism of the existing ways of education started an upheaval in Gujarat. And many came together for the famous conferences organized in 1925 at Bhavnagar and in 1928 at Ahmedabad to propagate an early childhood learning system.

#### 7.4 Gijubhai's 'Real Education'

- Gijubhai's works harbour on goodness of the child and nature of real 'learning'
- He points out the critical role and responsibility of adults -parents and teachers in a child's education.
- The teacher needs to generate in the children love and respect for their school and teachers.

This could be made possible by treating children with love and respect and provision of meaningful and interesting activities for them

- 'Learning by Doing', for Gijubhai, like most educationist brought 'Real learning'
- Games and playful activities held a very important position Gijubhai's 'Real Education. He claimed, "Great powers are born on the playground. Games mean character building."
- Imparting value education with practical examples instead of blind religious indoctrination was also emphasized upon.
- He emphasized that a topic should prepared by the teacher to equip herself with clear understanding of the underlying concepts of that topic and arrange and enable students to derive these concepts through activities

#### 7.5 Bal Mandir

'Real Education' was put in practice at Gijubhai's 'Bal Mandir'

"Bal Mandir' connotes of a place of worship (temple) of the child (Bal). Gijubhai coined the Slogan "Baladev Bhava", meaning worship of the child.

In addition to the education principles mentioned above with regards to 'Real Education', Gijubhai's Bal Mandir were also famous for the following features:

- Inexpensive Learning Material made at local level: Since Gijubhai advocated the Montessori method, he was very conscious of the expensive material needed to follow such a system. Therefore, after initial implementation of original of tools and methods of Montessori, he later thought of replacing those expensive tools and using equally effective yet inexpensive material available locally.
- **Observing Nature:** Indulging in nature walks as outings to observe nature closely was a regular feature of the school. Emphasis was on giving the children an atmosphere where they could freely express themselves.
- No Formal Examination: His approach excluded examinations and gradation in the traditional sense. Assessments were divided into phases. Children had to clear and pass a phase to step into the next els like 'primary', 'middle' and 'high school' were not used. Instead terms like 'Sal Mandir', 'Kishore Mandir' and 'Vinay Mandir' were preferred.

# Chapter 8- Tarabai Modak

## 8.1 Introduction

- Padmabhushan Smt. Tarabai Modak (19 April, 1892-1973) was born in Mumbai and graduated from the University of Mumbai in 1914.
- She worked as a Principal of a Women's College in Rajkot.
- She was a Social worker from Vidarbha region of Maharashtra.
- In 1923, she joined Gijubhai Badheka



- In 1926, she helped him establish 'Nutan Bal Shikshan Kendra'.
- In 1936, she returned to Bombay and worked there with children from the downtrodden communities.
- She opened a pre- primary school and a teacher-training center at Dadar.
- In 1945, she started 'Gram Bal Shikshan Kendra' at Bordi.
- In 1949, she visited Europe to attend the Montessori conference held in Italy and observed the pre-primary institutions in the European countries.
- In 1957, she started the 'Vikaswadi' project.
- In 1962, she received the prestigious title of "Padma Bhushan" for her exemplary work in 'Preschool education'.
- She wrote many books for and parents in Marathi and Gujarati.
- She also wrote two books in English on Childhood Education.
- She was the first Indian to develop a 'Balwadi', the first one was started in Bordi a coastal village in Thane district of Maharashtra by Nutan Bal Shikshan Sangh.

#### 8.2 Balwadi, Anganwadi and Vikaswadi :

India is known for its vast population, most of which falls below the poverty line. It is no wonder that to sustain their lives; both parents need to earn the daily bread. The challenge they faced was to leave children back home alone in order to go out to earn. Most of the times, the

- 8.1 Introduction
- 8.2 Balwadi, Anganwadi and Vikaswadi

responsibility of looking after the younger kids, in absence of their parents, was put on the shoulders of the older children.

#### How then was it possible for so many children to attend school and get educated?

Taraben Modak ventured into establishing special schools and learning centers where the older children could go with their younger siblings who were also allowed to attend the classes. This led to an experiment in collective classes up to primary level (class 5), known as 'Vikaswadi' along with preschool and creche` (day care) services, known as 'Balwadi'.

Modak initiated two types of Balwadis : central balwadi (at a city center) and Angan Balwadi or Anganwadi (at locality level) Balwadis, are still run either by government or NGOs.

- Balwadis provide children with facilities for physical and mental growth at school and at home.
- Balwadis were further developed as a part of the government's poverty alleviation programme by universalising education. They were developed for the rural poor children of India
- Now, the Balwadi Nutrition Programme provides food for children at these centres.

Competency - Explore the role of researchers and philosophers in the evolution of early childhood education and training methodologies and pedagogies

#### Section I : Multiple Choice Questions

- 1. Froebel's 'Gifts' are also known as:
  - a. Occupations
  - b. Kindergarten
  - c. Presents
  - d. Offering
- 2. "The essence of independence is learning to take care of oneself." This is a quoted by:
  - a. Aurobindo
  - b. Froebel
  - c. Montessori
  - d. Tagore
- 3. Tara Bai Modak introduced the concept of
  - a. Child Care centres
  - b. SOS villages
  - c. Kindergarten
  - d. Anganwadi and Balwadi
- 4. Which Indian thinker gave the concept of "Head, Heart and Hand?
  - a. Tagore
  - b. Aurobindo
  - c. Tarabai Modak
  - d. Gandhi Ji
- 5. Tagore advocated that the schools should indulge in 'peripatetic' method. This means ......
  - a. Students should learn in the lap of nature
  - b. Students should be allowed movement, both intellectually and physically
  - c. Students should learn by doing
  - d. Students should indulge in self learning

Answer key : 1:a. ; 2a; 3.d; 4: d. ; 5:b

### Section II : Competency Based Questions:

Read the passage given below and answer the questions that follow

The most important aspects are the environment and the 'directress' or teacher. First of all, the rooms are prepared to meet the children's physical needs. All furniture and equipment are scaled to their 11 size, all pictures hung at their eye level, and all material easily accessible to them. The materials are placed on the shelves in sequence and order of use. The children can be totally independent, from hanging up their own coats to using the rest room. The rooms are aesthetically pleasing with pets and plants to care for. The children help to maintain the order and beauty of the room by carefully returning their work to its place, putting mats away, and pushing chairs in. The shelves and their contents are always renewed and kept ready for the new day.

- 1. The above passage demonstrates a classroom based on principles of which educational theorist:
  - a. Montessori
  - b. Frobel
  - c. Tagore

2.

- d. Reggio Emilia
- Why is the teacher termed as the " directress"
  - a. The teacher acts as a facilitator
  - b. The teacher directs the students for desired action and learning
  - c. Both a, b
  - d. None of the above
- 3. To keep pets and plants in the class room to take care of and to make children tidy up the class room helps in promoting ......
  - a. Innovative thought
  - b. Independence
  - c. Empathy
  - d. Physical development

**Answer Key:** 1: a ; 2: c ; 3: b

# Unit 3

Exploringring appropriate activities for holistic development

-earning Objectives

- Chapter 1- Early language and literacy
- Chapter 2 Cognition and early numeracy
- Chapter 3- The world around us (awareness, empathy, sensitivity)
- **Chapter 4- Art and Aesthetics**
- **Chapter 5- Creating Inclusive Learning Environments**

# After reading this Chapter the students will be able to:

- Enumerate and examine the contribution of theorists and philosophers towards the development of early childhood education and training
- Synthesize the theoretical evolution of early childhood education
- Explain the impact of theoretical perspectives on the modern day practices and pedagogies for early childhood education



Holistic Development of a child is very important in the early years as childhood is a sensitive and an important period. The physical, emotional and psychological well being of a child is of immense importance for the balanced growth and development of a child. Holistic development aims to achieve comprehensive and integrated growth in a child.



Physical, emotional, psychological, intellectual and social abilities assist a child to meet the demands and challenges of everyday life. Intense learning takes place in early childhood hence. Holistic Development plays an important role in early childhood.

*Key elements of Holistic Development:* 

Cognitive

Language

Physical

Social-Emotional

#### Brain development in early childhood:

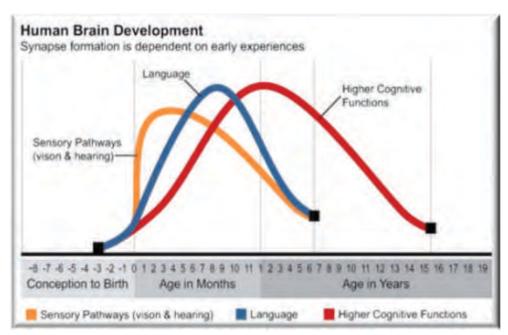
Recent research on the development of brain indicate that birth to age 5 is the most important period in a child's brain development. The brain is the command centre of the human body. A new-born baby has all of the brain cells (neurons) they will ever have. Neurons are the specialized cells, which can detect, receive, and, transmit different kinds of stimuli. They are the structural and functional units of the nervous system. It is the connections between these cells that make the brain work. The functional junction between two neurons is called synapse that plays an important role in the formation of memory.

Children develop brain connections through their day to day experiences. These are built through positive interactions with parents and use of their senses to interact with the world. A child's relationship with the adults around and a healthy environment are the most important influences on development of the brain.

Children must have pleasant experiences in early childhood so that their brains develop, allowing them to retain new information. Stimulation brought on through the five senses encourages a child's brain to actually make connections and develop. Neurons, or cells that carry and transmit impulses, in a child's brain actually grow!

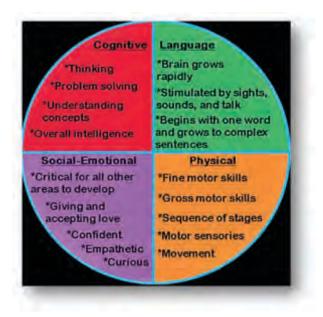
Synapse formation

*More experiences = more neural connections* 



Accessed from: Centre from Developing Child at Harvard University (2007) http://www.developingchild.harvard.edu

Every section of a child's brain, needs to be enriched allowing these neurons to multiply through various experiences and this is made possible through Holistic Development.



#### Key elements of Holistic Development

#### Cognitive

Cognitive development relates to the thinking, understanding, learning, and remembering which are all activities of the brain. Hence the development of the overall intelligence of the brain is important as it develops the problem solving ability and overall, understanding of concepts. Learning and processing new information is a continuous process in a child. By the age of three a child's brain grows to 80% of its adult size. By age five brain develops 90% to its full potential. This is surprising and important because children entering preschool are nearing full development in terms of their cranial capacity. With most of the brain growth having occurred a 5 year old child can retain and absorb more information at a faster and easier rate.

#### Language

In today's scenario articulating and speaking well are imperative skills .Early childhood is an interesting stage where a child's ability to understand, to process and to produce language progresses in an impressive way. Children in age group of 0-5 flourish with language skills and development when given the right opportunities and exposure. Exposure to certain experiences at a specific time in a child's development are necessary for a child to develop properly. Child learns through repetition hence exposure to language on a daily basis is important for the brain to develop connections for speech.

#### Social-Emotional

Social and Emotional health of a child is the next most important element of Holistic Development. Hence it is important that a secure and friendly environment is provided to the child both at home and at school. A child growing in an environment of trust and security is a happy child.

While entering a school, a child is accompanied by emotions of hope, fear, anxiety and diverse expectations. There are some children whom we often see bursting with exuberance and confidence and some others taking unsteady steps in the new environment withdrawn and plagued with insecurities and lacking basic survival skills. If a child's mind is overshadowed by fear or worry he/she will be less participative to the proceedings in the classroom as a result there might be gaps in learning making a child who is socially not normal. A child with high social and emotional intelligence is better equipped to handle the adversities encountered and is happy and successful. However, in the vagaries of life every child faces social and emotional challenges. The role of a teacher's becomes very importance as they can equip and child's ability to tackle challenges successfully.

Teacher's of young children must create an amiable atmosphere where a child feels is free to express.

School is referred as a 'Mini Society'' and it plays an important role in the socialization of children because in formative years, school is the social world for them. School has to provide a climate of warmth, friendliness, security, love and confidence to develop self-esteem and affirmativeness Children who feel they are valued and acknowledged by the school are socially, emotionally and academically advantaged. Words of encouragement, a pat on the back. understanding and friendship from the teacher are the small gestures that have a lifelong impact on children.

"A teacher affects eternally, he can never tell where his influence stops" Henry Adams.

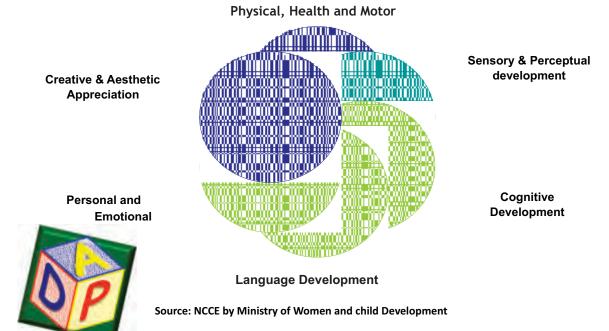
Healthy social-emotional development allows a child to be receptive and learn readily.

#### **Physical**

Physical growth is fundamental to ensure successful holistic child development, it involves the development of the physical abilities and skills of the child including both gross motor movements (larger movements made with arms, legs or whole body) and fine motor skills (smaller refined movements of the fingers, toes and wrists). A physically active childhood is considered to accelerate brain development and improve its cognitive function.

In a physically active environment where children are exposed to myriad of activities development of important characteristics like discipline, tolerance, determination and communication take place.

- Activities like sorting, threading the beads, solid/liquid pouring tearing, doodling, cutting, pasting, moulding clay, buttoning-unbuttoning, tying shoe lace, zipping, unzipping etc. help in developing Fine Motor Skills.
- Yoga, skipping, cycling, rhythm and movement, kicking and throwing the ball and playing with the equipments eg. see saw, slides, monkey bar etc. help in developing Gross Motor Skills.



#### Developmentally appropriate practice (DAP)

Is a framework designed to promote young children's foremost learning and development. To adopt best practices and to nurture the child's development teachers need to take into consideration what they know about

Child development and learning

Each child as an individual

Every child's social and cultural context.

To adopt best practices in the classroom certain principles of child development and learning must be followed.

Child development follows general, sequential and predictable patterns. These patterns are interrelated across developmental domains, including physical, social, emotional and cognitive. A successful and a dynamic teacher is able to comprehend and understand the significant events, and sequences of development across all spheres, and uses these details and particulars to plan and strategize activities and to structure the environment appropriately.

DAP is based on knowledge and facts which assist teachers to plan activities that stimulate children fostering their progress and interest.

The National Association for the Education of Young Children offers 12 principles of child development and learning to guide best practices in the classroom:

- All spheres of development and learning are important
- Learning and development follow sequence
- Development and learning advance at different pace
- Development and learning are a result of maturity and experience
- A

D

- Early experiences have far reaching effects on development and learning.
- Children develop best when they have secure and stable relationships.
- Development moves towards greater intricacy, self-regulation and symbolic and representational capacities.
- Development and learning occur in and are influenced by multiple social and cultural contexts.



- Children learn in diverse ways.
- Playing is instrumental for developing self-regulation and promoting language, cognition and social competence.
- Development and learning advance when children are challenged.
- Children learn through experience and this shapes their motivation and approaches to learning.

For teachers, understanding the importance attached to DAP will enable them to make the correct decisions about the care and education of the young children.

# **CHAPTER 1**

# Early Language and Early Literacy Pyramid

## **Learning Outcomes**

# After reading this chapter students will be able to:

- 1. Decipher the stages of learning in children
- 2. Explore the development of literacy towards language in children
- 3. Evolve strategies to foster correct language learning in children
- 4. Examine children to identify special needs of a child

# 1.1 Early language and literacy pyramid

The early language and literacy pyramid is a multi-system support tier that reflects the importance of a solid foundation.



- 1.1 Early language and literacy pyramid
- 1.2 Early language and literacy development
- 1.3 Ways to support language and literacy development in early childhood
- 1.4 Communication disorders
- 1.5 Milestones in Language and Literacy Development
- 1.6 Conclusion



# 1.2 Early language and literacy development

Language is what distinguishes us from animals as we have the ability to use vocal speech as means of communication. Language and literacy development are major domains of early childhood development. There are three major components to language and literacy development and that is speaking, reading and writing.

The order of learning and teaching language is generally listening-speaking-reading-writing.

Language development begins with the first cry of the child. Pre speech communication is crying, babbling and gestures. This development of communication begins as soon as the child is born. Early exposure to language plays an important role, it begins with the child listening to the cooing of the mother and the constant talk given by the parent while bathing, feeding and among other activities along the day.

Literacy is defined as the ability to read and write. For literacy development exposure to the language in a happy, secure and a welcoming environment will show great results. This is important if the medium of instruction is other than the mother tongue. Children learn through repetition hence singing of rhymes with actions daily is a good way to start with. If the rhymes are taught and /sung with a definite objective in mind and are introduced in a structured way the benefits will be clearly visible.

## 1.3 Ways to support language and literacy development in early childhood

To support the language and literacy development in early childhood. Care should be taken to ensure that it is child centric and any activity we choose should revolve around the interest of the child.

- Sight reading is incidental, casual, informal way of linking written and spoken word. (label the chair, door, cupboard, jars of different colour etc. and analysing the child associate the words with the objects)
- Conversation-- which should be purposeful, structured with objectives well defined and of short duration keeping in mind the attention span of a child. Conversation sessions may include sessions between Teacher and child, child and child or general discussion.

(Use of pictures, flash cards, feely bag, toy box, show and tell sessions, and puppets can be used creatively by the teacher.)

- Story Telling should be age appropriate accompanied by some visual aid, voice modulation, expression and gestures.
- Dramatization, Mime and Role Play can be used effectively for language development.

Bed time reading short stories to children is effective. It is seen that children like repetition hence they like to hear the same story again and again initially. It is interesting to note that after a few months of repeating the same story if you skip a line they will immediately intervene when even a line has been missed. At a later stage showing them the words that are being read help for incidental learning to take place.

• When the child reaches the stage of reading it is important to ensure that the book is age appropriate, colourful, and graphically /visually





attractive with large prints. In the school environment success in reading is the responsibility of the teacher. She needs to provide a conducive climate which should never be intimidating.

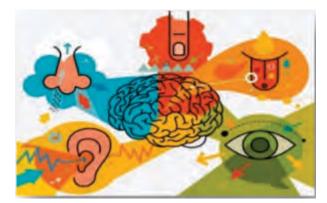
- In Pre-schools various Language materials are used to teach children the intricacies of written and spoken language. The language materials as teaching aids are very effective in language development of children. To name a few:
  - Sand Paper
  - Look and Say Cards
  - Sentence Strips
  - Vocabulary cards
  - Movable alphabet cards
  - Sentence building cards



Some other activities that aid in language development effectively are Nature Walks, Wendy House Play, Activity Corner, Dressing Up Box, Weather Chart, Wall Story, Theme Chart, Book Corner etc.

### 1.4 Communication disorders

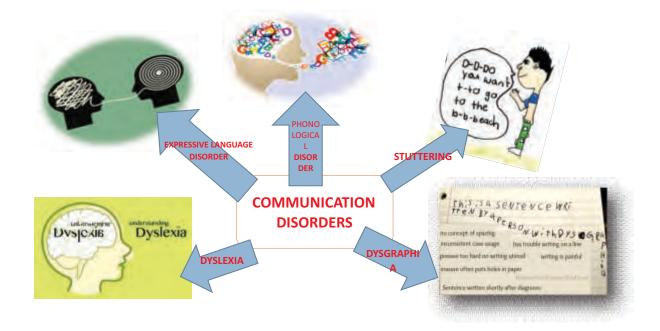
There are factors affecting the development of language and communication in some children. Such disorders are characterized by deficits in children's skills in speaking, listening, and/or communicating with others



Common communication disorders include:

- Expressive language disorder involves incorrect use of words and tenses, having difficulty in forming words or sounds correctly, problems in constructing sentences (which are typical of the child's age), and limited vocabulary.
- Disorder occurs when a child cannot hear the words (hearing loss) or is unable to understand the meaning of the words.
- Slow maturation and an environment which is not conducive, whereby stimulation is not provided leads to the disorder.
- Some children have problems in expressing their thoughts using language. This could be due to tlack of useful words or the ability to put words together. It is having the vocabulary but not the capability to use them to express themselves and the inability to pronounce letters correctly

- Speech disorder like -- Lisping where child finds it difficult to sound certain words correctly.
- Slurring is caused by running words together. The rapidity of speech interferes with distinct enunciation.
- Stammering is due to emotional difficulties such as fear, insecurity, frustration, anxiety, failure and hostility etc.



The evidence is compelling that a foundation in spoken language competence is important for the successful achievement of academic and social competence. For disorder of any kind interventions given at the right time will help in improving the comprehension and grasping of the language. Adults must encourage conversations and ensure that speech is in short sentences. Children must be guided and encouraged to listen carefully. If a new word is introduced care should be taken to explain it properly. Children learn through imitation, hence adults must be a good role model for the child to imitate.

For treating a learning disorder early detection and immediate intervention will assist the child to a great extent. Interventions given at the right time promote the growth of language and phonological awareness. Additionally, intervention initiatives must focus on approaches that provide supportive educational environment ensuring that the stressors that may result in maladaptive behaviours are reduced as far as possible.

#### 1.5 Milestones in Language and Literacy Development

The following chart summarizes the key milestones that are typically reached in language and literacy development in early childhood.

Milestones	Language development
By 2 months	Makes cooing and gurgling sounds
	Pays attention to sounds
By 4 months	Can babble
	Will cry in various ways to express needs (e.g., hunger, tiredness)
By 6 months	Can respond to people with basic sounds
	Can pronounce vowels
	Can recognize own name
By 9 months	Can make basic sounds (e.g., "dada" and "mama")
	Can copy the sounds of other people
By 1 year	Can respond to others' requests
	Can try to verbalize the words that he or she hears
	Can communicate through gestures (e.g., shaking head no)
By 1½ years	Can say many words
	May communicate through pointing
By 2 years	Can form short sentences
	Can repeat more words used by others
	Can name objects and people
By 3 years	Can make conversations
	Can names more objects and people
	Understands more complex instructions (2 to 3 steps)
By 4 years	Can tell stories
	Understands some grammatical rules
	Can sing a song or recite a poem
	Can sing a song or recite a poem

(American Association on Interrectaal abevelopmental biblishtes)				
Serial No	Items	Normal Age Range	Milestones Delayed if not achieved by	
1.	Responds to name / voice	1-3 months	4th month	
2.	Smiles at others	1-4 months	6th month	
3.	Holds head steady	2-6 months	6th month	
4.	Sits without support	5-10 months	12th month	
5.	Stands without support	9-14 months	18th month	
6.	Walks well	10-20 months	20th month	
7.	Talks in 2-3 words/sentences	16-30 months	3rd year	
8.	Eats/drinks by itself	2-3 yrs	4th year	
9.	Tells his/her name	2-3 yrs	4th year	
10.	Has toilet control	3-4 yrs	4th year	
11.	Avoid simple hazards other factors	3-4 yrs	4th year	
12.	Has fits	YES	NO	
13.	Has physical disability	YES	NO	

AAIDD

#### (American Association on Intellectual & Developmental Disabilities)

#### 1.6 Conclusion

Language and literacy development covers speaking, listening, reading and writing. It is important in the early years for children as it gives them the opportunity to learn these essential life skills that they will use on a daily basis, as well as preparing them for when they begin school.

It is seen that language and speech problem is often accompanied by behavioural disorder like anxiety, attention deficit etc. this makes it hard for a child to succeed in school. Properly diagnosing the disorder and immediate intervention given is crucial for the child to get the right kind of help. Once the speech or language disorder or delay is detected the school and home should collaborate in ensuring the right intervention to be given.



Which of the following scenarios in a kindergarten class would best support Lev Vygotsky's social constructivist theory of learning?

- a. Two children at the games table work on identical puzzles independently without interacting.
- b. One child watches another child dump out a set of puzzle pieces and arrange them by size.
- c. Two children at the table-toy area work side by side on different puzzles.
- d. One child watches another child rotate a puzzle piece to fit a space and then tries out the same strategy.
- Ans. (d)

#### Outcomes : Analyse theoretical constructs to decipher cognitive development in children

- 2. Which of the following steps should a program evaluation team take first as it begins the process of conducting a comprehensive evaluation of an early childhood program?
  - a. reviewing the program's current philosophy, goals, and objectives
  - b. comparing the current year's level of success to that of the previous few years
  - c. creating a list of current teaching staff sorted by years of classroom experience
  - d. assessing the performance of teachers, administrators, and staff for the current year
- Ans. (a)

#### Outcome - Develop methods to facilitate holistic development in children

- 3. The best method to study growth and development of the child is \_\_\_\_\_\_.
  - a. Comparative Method
  - b. Psychoanalytic Method
  - c. Statistical Method
  - d. Developmental Method
- Ans. (d)

#### Outcome - Design strategies to develop the children in a holistic manner

- 4. What should be the role of teachers in meeting the individual differences?
  - a. Try to adjust the curriculum as per the needs of individuals
  - b. Try to know the abilities, interest and aptitude of individuals
  - c. Option (A) and (B) Both
  - d. None

Ans. (c)

Outcome - Decipher specific needs and techniques to enhance cognitive development in children

- 5. Which of the following is NOT a sign of 'being gifted'?
  - a. Interest in extra reading
  - b. Poor relationship with peers
  - c. Creativity
  - d. Curiosity
- Ans. (b)

#### Outcome - Assess the factors determining social and emotional development in children

- 6. Which of the following statements is not true?
  - a. Learning is a process of behavioral changes
  - b. Education is a goal-oriented process
  - c. Development is a quantitative process
  - d. Growth is a biological process

Ans. (c)

#### Outcome - Evolve techniques to assess holistic development in children

- 7. Gifted students are \_\_\_\_\_.
  - a. non-assertive of their needs
  - b. independent of teachers
  - c. independent in their judgments
  - d. introvert in nature
- Ans. (c)

#### Outcome - Evolve techniques to assess and foster cognitive development in children

- 8. Adolescents may experience \_\_\_\_\_
  - a. feeling of satiation about life
  - b. feeling of self-actualization
  - c. feeling of fear about sins committed in childhood
  - d. anxiety and concern about themselves
- Ans. (b)

Outcome - Evolve techniques to assess and foster concept of self - realisation and self - development in children

- 9. Sign of creative child is his/her\_\_\_\_\_.
  - a. Good behavior
  - b. Intelligence
  - c. Creativity
  - d. Good memory

Ans. (c)

Outcome - Evolve techniques to assess and foster innovative and creative thinking in children

#### Objective type questions:

- 1. \_\_\_\_\_\_is a multisystem of support tier that reflects the importance of a solid foundation.
- Ans. The early language and literacy pyramid
- 2. Teachers need to provide a \_\_\_\_\_\_climate for an effective teaching learning process.
- Ans. Conducive
- 3. Story telling is an effective way of \_\_\_\_\_\_.
- Ans. language development
- 4. What is dyslexia?
- **Ans.** Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.

#### Choose the appropriate options:

- 1 Which of the following is a sensitive period pertaining to language development?
  - (a) Prenatal period
  - (b) Middle childhood period
  - (c) Adulthood
  - (d) Early childhood period
- Ans. (d)

#### Competency - Ability to assess for any abnormality in the development pattern in any child

- 2. Deficiency in the ability to write, associated with impaired handwriting, is a symptom of
  - (a) Dysgraphia
  - (b) Dyspraxia
  - © Dyscalculia
  - (d) Dyslexia
- Ans. (a)

#### Competency - Ability to assess for any abnormality in the development pattern in any child

- 3. A teacher never gives answers to questions herself. She encourages her students to suggest answers, have group discussions and adopt collaborative learning. This approach is based on the principle of
  - (a) setting a good example and being a role-model
  - (b) readiness to learn
  - (c) active participation
  - (d) proper organization of instructional material
- Ans. (c)

#### Competency - Ability to evolve ways to make learning interesting using games.

- 4. A child sees a crow flying past the window and says, "A bird." What does this suggest about the child's thinking?
  - A. The child has previously stored memories.
  - B. The child has developed the concept of a 'bird'.
  - C. The child has developed some tools of language to communicate her experience.
    - (a) A and B
    - (b) B and C
    - (c) A, B and C
    - (d) Only B

#### Ans. (c)

## Competency - Ability to study the learning and growth patterns of children while they are playing games

- 5. A child's notebook shows errors in writing like reverse images, mirror imaging, etc. Such a child is showing signs of
  - (a) Learning disadvantage
  - (b) Learning disability
  - (c) Learning difficulty
  - (d) Learning problem
- Ans. (b)

## Competency - Ability to identify and assess any abnormality in the development patterns in any child

- 6. Which one out of the following provides information about the roles and behaviours which are acceptable in a group, during early childhood period?
  - (a) Siblings and Teachers
  - (b) Teachers and Peers
  - (c) Peers and Parents
  - (d) Parents and Siblings
- Ans. (d)

#### Competency - Analyze ways to encourage participation of family within the school system

- 7. Phonological awareness refers to the ability to
  - (a) reflect and manipulate the sound structure
  - (b) speak fluently and accurately
  - (c) know, understand and write
  - (d) master the rules of grammar
- **Ans.** (a)

#### Competency - Understand the process of language skill development in children

- 10. The sounds th, ph, ch are
  - (a) Morphemes
  - (b) Graphemes
  - © Lexemese
  - (d) Phonemes

#### Ans. (d)

#### Competency - Understand the process of language skill development in children

- 11. Schools should cater to Individual differences to
  - (a) narrow the gap between individual students.
  - (b) even out abilities and performance of students.
  - (c) understand why students are able or unable to learn.
  - (d) make individual students feel exclusive.
- Ans. ©

#### Competency - Decipher heterogeneity in classrooms and enable children to understand it

- 12. Difficulty in recalling sequence of letters in words and frequent loss of visual memory is associated with
  - (a) Dyslexia
  - (b) Dyscalculia
  - © Dysgraphia
  - (d) Dyspraxia

Ans. (a)

#### Competency - Ability to assess for any abnormality in the development pattern in any child

#### Short answer type questions:

- 1. Name one activity each that develop-
  - (I.) Fine motor skills
  - (ii.) Gross motor skills
- Ans: (I.) Fine motor skills: Activities like sorting, threading the beads, solid/liquid pouring tearing, doodling, cutting, pasting, moulding clay, buttoning-unbuttoning, tying shoe lace, zipping, unzipping etc. help in developing Fine Motor Skills.
  - (ii.) Yoga, skipping, cycling, rhythm and movement, kicking and throwing the ball and playing with the equipment's eg. see saw, slides, monkey bar etc. help in developing Gross Motor Skills.

#### Competency - Analyze the sensory and motor skill development in children

- 2. How important is a teacher's role in identifying common communication disorder in a child?
- **Ans.** Teachers play a significant role in early detection of common communication disorder and subsequent intervention at the right time to promote language growth.

#### Competency - Ability to assess for any abnormality in the development pattern in any child

#### Long answer type questions

- 1. How does holistic development play an important role in early childhood?
- Ans. Holistic development refers to the overall development of a child. To face the demands and challenges of everyday life the physical, emotional, psychological, intellectual and social abilities need to be developed. Only when a child has developed from all these aspects will he/she be able to live a contented life and face the world better as an adult.Hence, ensuring Holistic Development indeed plays an important role in early childhood.

#### Competency - Analyze stages of learning in children

- 2. What do you understand by the term "Common communication disorders"? State the symptoms indicating communication disorder in a child.
- Ans. Common communication disorders are characterized by deficits in children's skills of speaking, listening, and/or communicating with others. Common communication disorders include:
  - Expressive language disorder-involves incorrect use of words and tenses, having difficulty in forming words or sounds correctly, facing problems while forming sentences (which are typical of the child's age), and limited vocabulary.
  - Disorder occurs when a child cannot hear the words (hearing loss) or is unable to understand the meaning of the words.
  - Slow maturation and an environment which is not conducive, whereby stimulation is not provided leads to the disorder.
  - Some children have problems in expressing their thoughts using language. This could be due to not knowing how to use the words or how to put words together, having the vocabulary but not knowing how to use them to express themselves, inability to pronounce letters correctly.
  - Speech disorder like Lisping where child finds it difficult to sound certain words correctly.
  - Slurring is caused by running words together. The rapidity of speech interferes with distinct enunciation.
  - Stammering is due to emotional difficulties such as fear, insecurity, frustration, anxiety, failure and hostility etc.

#### Competency - Ability to explore the development of literacy towards language in children

#### Value based questions:

- 1. Children develop brain connections through their daily experiences- explain.
- **Ans.** Children develop brain connections through their daily experiences. They are built through positive interactions with their parents and by using their senses to interact with the world. The holistic approach allows the neurons to multiply through various experiences. Children must have early experiences so their brains develop, allowing them to retain new information. Stimulation brought on through the five senses encourages a child's brain to actually make connections and develop. Neurons, or cells that carry and transmit impulses, in a child's brain actually grow. So more the experiences, more the neural connections.

#### Competency - Ability to understand stages of cognitive development in children

- 2. School is referred as "Mini Society". Justify the statement.
- Ans. School is referred as a 'Mini Society" as it plays an important role in the socialization of children. In formative years school is the main social world for children. School has to provide a climate of warmth, friendliness, security, love and confidence to develop selfesteem and a feeling of satisfaction among the students. It is seen that children who feel they are valued and belong to school are socially, emotionally and academically at an advantage. Words of encouragement, a pat in the back, understanding and friendship from the teachers are the small gestures that have a lifelong impact on children.

#### Competency - Explore the role of various stakeholders in the development of children

#### Competency based questions:

Ms. Naina is the first grade teacher in XYZ Public School. She has a class of 20 students. She enjoys teaching and plans her classes that cater to the needs of each child. Her classroom activities areplanned in such a manner that it engages both kinesthetic and other learners so that children do not become overly tired or develop pent-up energy. Alternating these types of experiences is also beneficial because young children's attention span require periodic changes in activity. She reads stories aloud to her class every day and regularly includes project-based investigations as part of the curriculum. She takes actions to foster the moral development of students and engages her class in activities that require problem solving skills. She observes her class minutely and is able to address the needs of her students effectively.

- Q1. The morning arrival time for students occurs over a period of 20 to 30 minutes each day. Which of the following would be the teacher's best strategy for ensuring that the morning arrival period is calm and orderly?
  - a) arranging for available parents/guardians to serve as room monitors until everyone has arrived
  - b) establishing a system in which students earn or lose points on the basis of their arrival behavior
  - c) arranging for students who misbehave to be sent to the school office until the day's instruction begins

d) establishing routine arrival tasks for students to perform followed by quiet activities such as reading

#### Ans. (d)

#### Competency - Examine the intricacies of a good learning environment in a Pre School

- Q2. A child at the sand table is trying to fill a container with sand using a measuring cup. However, the child's attempts result in more sand spilling on the floor than filling the container. Which of the following statements by the teacher would most likely prompt the child to engage in problem solving in this situation?
  - a) "I'm going to watch you fill the container step by step. You tell me what happens at each step."
  - b) "I wonder if you'd be more successful if you tried to fill a wide-mouth container."
  - c) "Now I see what's happening. You're pouring more sand in the cup than the container's capacity."
  - d) "Perhaps it would work better to use the container to scoop up the sand."

Ans. (a)

#### Competency - Analyze the sensory and motor skill development in children

- Q3. Ms. Naina regularly includes project-based investigations as part of the curriculum. This practice would benefit students primarily by:
  - a) encouraging them to evaluate their own learning in a systematic way.
  - b) fostering their understanding of their own learning needs and preferences.
  - c) introducing them to new information in a logical and orderly progression.
  - d) involving an in-depth investigation of a real-world topic worthy of children's attention and effort
- **Ans.** (d)

#### Competency - Examine the ability of children to process information

- Q4. Ms. Naina reads stories aloud to her class every day. One of her students, an English Learner with limited oral language development in English, has difficulty comprehending the stories. Which of the following modifications should the teacher make to the readaloud activity to best address this student's needs?
  - a) varying the volume and tone of her voice when speaking as different characters in a story
  - b) reading each story aloud more than once while emphasizing key events in the story
  - c) pre-teaching key vocabulary words from each story using pictures and concrete examples
  - d) writing the names of the main characters from a story on the classroom word wall

Ans. (c)

#### Competency - Evolve strategies to foster correct language learning in children

- Q5. Ms. Naina is concerned about a student who has recently begun having difficulty in several content areas. The student had previously done well on in-class assignments and quizzes and on homework assignments. The teacher has scheduled a conference with the student's parents. Taking which of the following approaches would be the most appropriate way for the teacher to discuss the student's academic difficulties with the parents?
  - a) expressing concern to the parents about the student's likely performance on upcoming assessments
  - b) preparing a graph for the parents that compares the student's performance with that of classmates
  - c) having the parents to review the student's grades on his or her most recent report cards
  - d) showing the parents recent samples of the student's work to illustrate the areas of concern
- Ans. (d) Competency Examine factors influencing cognitive development in children

#### Chapter 2: Cognition and Early Numeracy

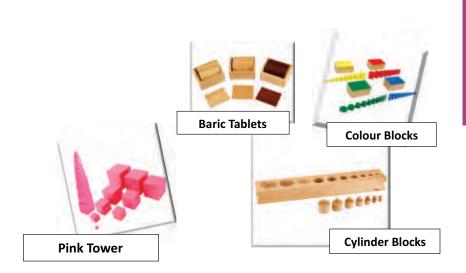
#### After reading this chapter students will be able to:

- 1. Comprehend the stages of cognition in children
- 2. Examine the ability of children to process information
- 3. Assess the ability of the child to deal with numbers
- 4. Evolve strategies to improve logical, reasoning and mathematical skills in students

#### 2.1 Introduction

It has been reported that students acquire mathematical or logical skills even before they start going to school for elementary education. They manifest natural understanding of many numerical concepts that do not involve any written mathematical notation. For example, How old are you? How many fingers do you have? or My birthday is on 2nd January.

In a Montessori house, Mathematics is considered to be the science of patterns that includes numerical patterns, patterns of shape with different dimensions. Besides developing a child's numerical skills, it is also important to develop the problem solving ability of the child. Therefore in early childhood education, "Sensorial Materials" are used to help the child to comprehend the self-error without seeking any help from the adults. For e.g. Cylinder blocks, Pink tower, Brown stair, Baric tablets, Mystery bag and so on.



#### 2.1 Introduction

- 2.2 Can infants process numbers?
- 2.3 What areas of the brain respond to numerical information?
- 2.4 How do children show their number sense?
- 2.5 Connections between preschoolers' numeracy skills and school achievement
- 2.6 What affects mathematical skills development?
- 2.7 Conclusion

The use of structural apparatus helps learners to store visual representations of number relationships and patterns. Apparatus used as a teaching aid helps the early learners to get a hands on experience.

It is important to emphasize on numerical skills in early years to nurture the ability of reasoning, critical thinking and decision making. Maths in primary school years, focuses on counting, learning numbers, linking numbers with quantity, size and order, recognising patterns and shapes showing numbers as numerals, groups of objects, understanding statistics. A study says that early mathematics knowledge is associated with later



achievement in high school because early numerical skills facilitate students' future mathematical skill acquisition.

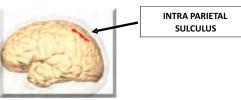
#### 2.2 Can infants process numbers?

Researchers have shown that young children can assess numeracy in terms of size and measurement. Children start learning numeracy skills from the time they're born. Their development is obviously helped greatly if they interact with adults and older siblings who frequently use words relating to numbers, shapes and size. An infant is able to compare things of different sizes - 'Big and small'. Gradually with everyday activities they develop their logical skills by pointing out - high and low (height), heavy and light (weight), fast and slow (speed), close and far (distance) first, second and last (order).Different cognitive models have been inferred showing how infants and young children process number, for example, infants (of an average age of 22 weeks) lost interest in a small number of dots (two or three) but looked significantly longer when a new array was presented (either three or two) (Starkey & Cooper, 1980).

In the early stages, children's level of understanding is linked very closely with the real world. Young children often devise intuitive strategies for dealing with the simplest levels of addition, subtraction and sharing. At this stage, it is important to create opportunities for children to talk about quantities and numbers.

#### 2.3 What areas of the brain respond to numerical information?

The various parts of brain has different information processing roles to play. The brain area is dedicated to recognize numbers is located on the lateral surface of Parietal lobe- Intra Parietal Succulus (IPS). Researches and various studies have shown that IPS plays a major role in processing symbolic numerical information. Studies have also shown that the activity in a particular group of nerve cells in the Intra Parietal Succulus spiked up while performing calculations.



Dyscalculia (learning disability in maths) is caused by traumatic brain injury, called Acquired Dyscalculia. Studies have found that the trauma to the Intra-parietal lobe, which is responsible for number operations, results in dyscalculia. A recent brain imaging study has shown that the Intra Parietal lobe is less functional in children with dyscalculia. However more work is required specifically with children to better understand the origins of both normal and abnormal mathematical development.

#### 2.4 How do children show their number sense?

Children can develop their number sense by making estimations and predictions based on observations. They make connections between quantity and numbers, sharpening their number sense. Infants also show their number sense in various ways by:

- 1. observing, contrasting and comparing objects on the basis of quantity for e,g, Children compare two familiar objects according to measurement attributes to complete a task (e.g., taller, shorter, heavier, smaller).
- 2. classifying and sorting objects based on size and shape
- 3. solving basic counting problems informally in familiar situations
- 4. participating in activities that develop spatial thinking (e.g., puzzles, building with blocks, and drawing).
- 5. following and giving directions, using gestures and basic positional language (e.g., in front, beside).
- 6. describing and sequencing familiar activities using relative time vocabulary (e.g., before, after, first, then, next, a long time ago).

Researchers have recognised that counting skill are not a routine activity for pre-schoolers, but a way of significant conceptual development, which provides a strong foundation for developing more complex mathematical skills.

Possible Learning Aids to Develop Numeracy Skills include: skittles, sorting trays, blocks, beads, sandpaper numerals, sand play, water play, shop play, number scrap book, flash cards etc. Games like snakes and ladders, ludo etc.

#### 2.5 Connections between pre schoolers numeracy skills and school achievement

Early math and numeracy skills are crucial for later academic success. The learning that takes place during early childhood creates a foundation necessary for future mathematic concepts and possible careers. Teachers and parents play a crucial role in supporting and teaching children early mathematical concepts. It is essential to provide a strong foundation with proper teaching strategies and interventions to assist children in their struggle to grasp maths through elementary school.

Early numeracy is the general understanding of numbers and basic mathematical concepts. These skills include techniques such as counting, comparing contrasting, describing shapes positions and problem solving. Early math and numeracy skills are the building blocks of all future mathematical classes. Without these skills, students find it difficult to mathematical concepts till later stages.

A child's mind is like a clay which can be moulded in any way and at this stage they need to be trained to think critically. Early mathematical and numerical skills build on children's natural curiosity, inquiry and exploration of the world around them.

Past studies have proven that early mathematical ability is directly related to future mathematical ability. A child's ability to perform early mathematical operations skills before formal schooling can predict their achievement in mathematics in future. Students will need to use numerical skills in higher classes and in life beyond the school gates, hence it is important to teach early mathematical skills diligently in early childhood.

#### 2.6 What affects mathematical skills development?

A range of factors including learning environment can affect mathematical skills development inclusive of domain-general cognitive skills and domain-specific mathematics skills.

A recent study showed that children with better language skills have better informal numerical skill hence language skills have an indirect impact on numerical ability.

Student attitude toward mathematics depends on the level of engagement and thoughts towards the subject. Students who enjoy mathematis tend to spend more time doing activities that strengthen their logical skills. Because of the extra time they spend with math activities, their ability increases with their age.

Negative attitude towards the subject comes from social influences such as -critical and negative attitude of parents or teachers towards the subject. It also arises from the social pressure to succeed and escape from the embarrassment of failure.

Here, the teachers and parents play an important role during early numeracy in fostering a positive attitude towards it. This is the time when they are not concerned about grades but instead are focused on learning new skills and enjoying school. This makes early childhood the best time to grow interest in the subject.

#### 2.7 Conclusion

Early mathematic and numeracy skills are the basic skills behind all future success in the subject and related fields. Educators and parents must work together to train young children to early numeracy skills and create a strong foundation for their future mathematical abilities.

Educators must attempt to explain the concepts in a playful manner. For example, while a child is sorting toys, a teacher may explain using words such as "sorting," "groups," and various attribute names like colour words and size words. New games can be created or earlier games can be modified by teachers or parents to target specific numerical skills .This allows students to have fun while learning, making numbers more meaningful in their life.

Early numeracy skills helps to develop strong foundation in students assisting them in developing their problem solving ability.

- 1. Which of the following is the most effective method to encourage conceptual development in students?
  - (a) New concepts need to be understood on their own without any reference to the old ones.
  - (b) Replace the students' incorrect ideas with correct ones by asking them to memorize.
  - c) Give students multiple examples and encourage them to use reasoning.
  - (d) Use punishment till students have made the required conceptual changes.

#### Ans. (c)

#### Competency - Examine factors influencing cognitive development in children

- 2. According to Lev Vygotsky, the primary cause of cognitive development is:
  - (a) equilibration
  - (b) social interaction
  - (c) adjustment of mental schemas
  - (d) stimulus-response pairing

#### Ans. (b)

## Competency - Analyze the theoretical backdrop explaining cognitive development in children

- 1. Which of the following activities best promotes mathematical understanding among preschool children?
  - (a) naming geometric shapes that can be found around the room and drawing pictures of them
  - (b) counting by rote to ten on a daily basis
  - (c) learning about the calendar
  - (d) sorting objects in a variety of ways and talking about how they are sorted

#### Ans. (d)

#### Competency - Assess the ability of the child to deal with numbers

- 4. Concept maps are most likely to increase understanding of new concept by
  - (a) Transferring knowledge between content areas
  - (b) Focusing attention on specific details
  - (c) Prioritizing academic content for study
  - (d) Increasing ability to organize information logically

**Ans.** (d)

## Competency - Evolve strategies to improve logical, reasoning and mathematical skills in students

- 5. According to Piaget theory, which one out of the following will not influence one's cognitive development?
  - (a) Language
  - (b) Social experiences
  - (c) Maturation
  - (d) Activity

#### Ans. (c)

## Competency - Analyze the theoretical backdrop explaining cognitive development in children

- 6. Cognitive development is supported by
  - (a) conducting relevant and well-designed tests as frequently as possible
  - (b) presenting activities that reinforce traditional methods
  - (c) Providing a rich and varied environment
  - (d) focusing more on individual activities in comparison to collaboration

#### Ans. (c)

#### Competency - Understand stages of cognitive development in children

- 7. Learning disabilities in Mathematics can be assessed most appropriately by which of the following tests?
  - (a) Aptitude tests
  - (b) Diagnostic tests
  - (c) Screening tests
  - (d) Achievement tests

#### **Ans.** (b)

#### Competency - Identify abnormal growth in children based on cognitive development

- 8. Which of the following could be a contributing factor towards underachievement in mathematics?
  - (a) Gender
  - (b) Socio- cultural background
  - (c) Nature of mathematics
  - (d) Innate ability of person

Ans. (b)

#### Competency - Assess the ability of the child to deal with numbers

- 9. Which of the following statements is NOT correct regarding differently shied children of dyslexia in mathematics learning in an inclusive classrooms?
  - (a) Dyslexic children may have difficulty in writing down their ideas in a systematic and organized manner
  - (b) Dyslexia impacts only language learning not mathematics learning
  - (c) Dyslexia has an impact in a person's coordination of verbal and spatial aspect of numbers
  - (d) Visual patterns in mathematics help in overcoming difficulties experienced by dyslexic children
- Ans. (b)

#### Competency - Examine children to identify special needs of a child

- 10. Which of the following is/are common reasons for fear of mathematics?
  - (a) Prior negative experiences about mathematics
  - (b) Pressure to give exam in stipulated time
  - (c) Fear of feeling or appearing "foolish" in front of others
  - (d) All the above reasons
- Ans. (d)

#### Competency - Assess the ability of the child to deal with numbers

#### Match the following-

- Children show their number sense by
   Dyscalculia can be caused by
- 3. Sensorial materials are used
- 4. Apparatus used as teaching aids
- 5. Children can assess numeracy
- 6. Skittles
- **Ans.** 1c, 2d, 3b, 4a, 5f, 6 e

a. To help a child comprehend self-error without seeking any help from adults during early childhood

▶ ◀ |

- b. Helps the early learners to get hands on experience.
- c. By solving basic counting problems informally in familiar situations
- d. Trauma to the intra-parietal lobe
- e. Learning Aids to Develop Numeracy skills
- f. In terms of size and measurement.

Competency - Evolve strategies to improve logical, reasoning and mathematical skills in students

#### Short answer type questions:

- 1. Define Dyscalculia.
- Ans. Dyscalculia is learning disability in maths.

#### Competency - Assess the ability of the child to deal with numbers

- 2. Name some sensorial apparatus.
- Ans. Cylinder blocks, Pink tower, Brown stair, Baric tablets, Mystery bag

#### Competency - Evolve ways to make learning interesting using games

#### Long answer type questions:

- 1. How do language skills have an impact on numerical skills of a child?
- **Ans.** A recent study with 180 preschool children showed that children with better language skills have better informal numerical skill (Purpura& Napoli, 2015). Thus, language skills have an indirect impact on numerical knowledge. Therefore language development is importantin the early years for children as it helps them to understand the concept of maths sharpening their logical and numerical skills.

#### Competency - Comprehend the stages of cognition in children

- 2. How does structural apparatus help in understanding numeracy in childhood?
- **Ans.** The use of structural apparatus helps learners to store visual representations of number relationships and patterns. Apparatus used as a teaching aid helps the early learners to get a hands on experience.
- Mathematics is considered to be the science of patterns that includes numerical patterns, patterns of shape with different dimensions. Besides developing a child's numerical skills, it is also important to develop the problem solving ability of the child. Therefore in early childhood education, "Sensorial Materials" are used to help the child to comprehend the self-error without seeking any help from the adults. For e.g. Cylinder blocks, Pink tower, Brown stair, Baric tablets, Mystery bag and so on.

#### Competency - Evolve Strategies to foster correct language learning in children

#### Value based questions:

- 1. Early mathematical ability is directly related to future mathematic ability. Comment
- Ans. Early math and numeracy skills are crucial for later academic success. The learning that takes place during early childhood creates a foundation necessary for future mathematic concepts and possible careers. Teachers and parents play a crucial role in supporting and teaching children early mathematical concepts. It is essential to provide a strong foundation and proper teaching strategies and interventions to students to ease their struggle in maths to secure their future mathematic ability.

Competency - Evolve strategies to improve logical, reasoning and mathematical skills in students

- 2. Social influences tend to create negative attitude towards maths- justify with relevant evidences.
- Ans. Negative attitude towards the subject tends to come from social influences such as -Negative parents or teachers' attitudes toward maths, pressure to succeed or embarrassment from struggling or failure. Here, the teachers and parents play an important role during early numeracy in fostering a positive attitude towards it. This is the time when they are not concerned about grades but instead are focused on learning new skills and enjoying school. This makes early childhood the best time to grow interest in the subject.

## Competency - Evolve strategies to improve logical, reasoning and mathematical skills in students

#### Competency based questions:

Sally is 15 and is a bright girl. She is expected to get top grades in most of her subjects -English, History and Science. However, she is at the bottom set for Maths. She has always found maths a problem but has usually found ways of getting round it and is adept at using a calculator. On working with Sally it was noticed that she could not apply maths patterns; she could not see how 5 + 3 could relate to 15 + 13 nor could she understand whether 37 or 32 was nearest to 40. She had developed ingrained avoidance tactics for maths and had not enough self-confidence to make much progress.

- 1. What kind of learning disability Sally is facing?
  - a) Dysgraphia
  - b) Dyscalculia
  - c) Dyslexia
  - d) Dyspraxia

Ans. (b)

#### Competency - Examine children to identify special needs of a child

- Q2. What may be the reason/ reasons for Sally's fear in maths?
  - a) Prior negative experiences with maths
  - b) Lack of encouragement from parents and teachers
  - c) Curriculum
  - d) All of the above

**Ans.** (a),(b)

#### Competency - Assess the ability of the child to deal with numbers

- Q3. From the options below which method will NOT help Sally to gain her confidence in maths?
  - a) Give step-by-step instructions and have the student repeat them.
  - b) Using abstract concepts to teach maths
  - c) Create separate worksheets for word problems and number problems.
  - d) Highlight or circle key words and numbers on word problems.

#### Ans. (b)

#### Competency - Assess the ability of the child to deal with numbers

Pushkar has a diagnosis of dyslexia. He has difficulties with spelling and in identifying speech sounds and learning how they relate to letters and words (decoding). He finds it difficult to sound certain words correctly and affects the flow of speech. Pushkar was found to struggle even with numerical operations and story problems in math.

- Q1. Dyslexia is associated with
  - (a) Reading disorder
  - (b) Mental disorder
  - (c) Writing disorder
  - (d) Behavioural disorder

#### Ans. (a)

#### Competency - Examine children to identify special needs of a child

- Q2. Pushkar finds difficult to sound certain words. She is suffering from \_\_\_\_\_
  - (a) Dystopia
  - (b) Dysgraphia
  - (c) Stuttering
  - (d) None of the above
- Ans. (c)

#### Competency - Examine children to identify special needs of a child

- Q3. Pushkar's teachers thought that he was not putting forth the effort to understand mathematics, because they often saw his daydreaming in class. Do you think Pushkar's teachers were correct in their analysis?
- Ans. Dyslexia has difficulty in reading, writing and spelling which can hinder the learning of mathematics because students will not be able to read mathematical statements, write word problems or solve questions. Hence it can be concluded that dyslexia impacts language learning as well as mathematics learning.

#### Competency - Examine children to identify special needs of a child

#### Chapter 3: The World around us (Awareness, Empathy, Sensitivity)

#### After reading this chapter students will be able to:

- 1. Decipher the ability of children to understand the external environment and its components
- 2. Examine the sensitivity in children towards specific things and events
- 3. Evolve strategies to develop empathetic skills and emotions in children

Child development refers to the sequence of physical, language, thought and emotional changes that occur in a child from birth to the beginning of adulthood. During this process a child progresses from dependency on their parents/guardians to increasing independence. Child development is greatly influenced by genetic factors (genes passed on from their parents) and events during prenatal life. It is also influenced by environmental factors and the individual child's learning capacity.

Awareness is the state of being conscious, the quality of being perceptually knowledgeable. It is also the ability to perceive, feel, know, or be cognizant of events. Before becoming aware of the world outside the child needs to be aware of his/her own self. So self-awareness comes before awareness towards the world around us.

Awareness consists of 3 basic components:

- Sensation is a response or reaction aroused in human being by the stimulus. It is being conscious and aware of the world through seven sense organs vision, touch, auditory, smell, taste, kinaesthetic and vestibular.
- Attention Attention is the process through which a specific stimuli is selected from the group of others
- **Perception** Perception is a process where the stimulus is interpreted, recognised and given a meaning. Perception gives meaning to sensation.

For example - If a picture is hanging in front of a child. First the child senses the picture by the visual sense organ -eyes "Oh yes there is something in front of me which is very colourful.' Then the child attends to the picture - "Ok, so it's a picture by a famous artist. Then the child perceive - 'So this picture is trying to depict a symbolic nature of mother child attachment.'

Perception

3.1 Awareness

3.2 How self-awareness

3.3 The importance of

awareness about

develops?

the world

3.5 Types of Empathy

awareness of

3.6 (3-4 years) An

feelings

3.7 Sensitivity

3.4 Empathy

#### 3.2 How Self Awareness develops?

Self-awareness is the first step a baby accomplishes before the world. When a child is born the

AWARENESS

baby is unable to differentiate between own body and that of the mother. the baby initially thinks he is one with the mother until realises gradually that Mother and him I are two different individuals. He is initially only aware of certain sensations in his body, namely - hunger and thirst. He slowly starts developing an idea about his body, his hands, legs etc. So, self-awareness first begins with body awareness and body image. Then he becomes aware of his own emotions and feelings which help him extent and connects with the other objects present in the environment through the sense organs. When a child develops language he begins to connect more with the people and objects in the environment.

With age, an individual becomes more aware of his own self, his strengths, limitations, feelings and emotions.

#### 3.3 Importance of Awareness about the world

Self-awareness in an individual is followed by the awareness of the world around. Awareness of the world around us is important for co-existence. To develop a holistic personality we need to interact with others to learn and to grow, social interactions encourages a child to improve his/her social communication, with an ability to deal with behavioural and emotional aspects of life there by developing a deeper understanding about self and the world. This exploration and awareness of the world also improves cognitive functioning, physical development, imaginative and creative potentials within a child.

#### 3.4 Empathy

Empathy means stepping into another person's shoes. It is a process through which a child become aware of other people's thoughts and feelings, it is awareness of the feelings and emotions of others. This is another way through which a child can connect with the world around him/her.



#### 3.5 Types of empathy-

- **Cognitive empathy** To understand what others are feeling but only logically, not experiencing it from within.
- **Emotional empathy -** To understand what others are experiencing by feeling the emotion with them.
- **Compassionate empathy** To understand a person's predicament and feel with them, spontaneously moving to help.

#### 3.6 (3-4 years) Awareness of feelings

Development of self-awareness, awareness of the world and empathy enables the child to deal effectively the challenges and demands of everyday life. Children learn through imitation hence the role of a teacher as a role model is of great importance. An effective teacher will use positive reinforcements like - token smileys, stars, verbal appreciation to encourage the students while developing the awareness of self and the environment around.

## 

	Teaching and Training Method	Knowledge Evaluation	Performance evaluation	Learning outcome
Location : Classroom	Art technique - Colours are the best judge of emotions. So expressing self through colours can be very effective. Through drawing and colouring children learn to recognise emotions and perspective of others. For example Colouring a given family portrait and then making a story out of it.	Ask questions based on the drawing/colourin g, Followed by a discussion to evaluate whether they are learning other's perspective or not.	More realistic cartoon pictures can be drawn in front of them and questions posed like - 'Hey what do you think the little boy in this picture is telling this little girl?'	To inculcate self- awareness and awareness about the world around.
	<b>Correct expression of</b> <b>emotions</b> - Children need explicit and concrete expressions from adults to understand about the people and the world around. So correct expression of emotions are required when you are interacting with the child.	Ask them to identify the various emotions in the pictures displayed.	Making emotional faces and asking the child to identify it.	
Location : Classroom	Sensory Integration Approach - Is designed to train senses, a child is able to distinguish between things by analyzing his environment. Sensory integration approach is very important. For example For touch sensation Playing with clay, hand painting etc. For visual sensoation Exposure to colourful objects is imortant For auditory sensation Listening and hearing the preferred sounds and music helps.	While playing with the child the adult needs to talk continuously to understand their emotions and to ensure that they are expressing correct emotions or not. Ask the child to identify the various emotions. Ask the child to talk about himself/herself more. While narrating the story for each step, ask the child to paraphrase and repeat it	Ask the child to imitate the emotional faces displayed. Ask the child to identify his strengths that is what is he good at and not so good at. Begin the story and ask the children one by one to complete it in their own way. Ask the child about the changes and new objects	To enable the child to learn about different emotions To enable the child to be aware of his strengths and weaknesses. To enable the child to be aware of emotions of self and others. To be aware of the environment

	A play room should be created in the school for children to get ample sensorial experiences, activities and opportunities to fulfil their sensory needs. Once they learn to communicate with the environment they will eventually learn to communicate with people.			
Location : Classroom	Identifying Emotions - a chart depicting different emotional faces Like anger, happy, sad, disgust, curiosity etc.	Ask the child to identify the various emotions.	Ask the child to imitate the emotional faces displayed.	To enable the child to learn about different emotions
Location : Classroom	Awareness of own emotions, strengths and weakness - The teacher may during a scheduled time daily sit in a circle with the students and talk about the daily activities they have done, how did they feel about doing them, what are they good at, which activity they like or dislike. Explaining to them about feeling bad and miserable is alright. Teaching them to be acceptable towards the emotions of others is important.	Ask the child to talk about himself/herself more.	Ask the child to identify his strengths that is what is he good at and not so good at.	To enable the child to be aware of his strengths and weaknesses.
Location : Classroom			Begin the story and ask the children one by one to complete it in their own way.	

# 

Location : Classroom Classroom Location : Let's point out wh this room- Teacher encourage the stud point out the chan the room and the o they can see in the The teacher may c the position of the and keep new obje	will child to point out ents to ges in bjects room. nange objects	Ask the child about the changes and new objects	To be aware of the environment
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	Teaching and Training Method	Knowledge Evaluation	Performance evaluation	Learning outcome
Location : Classroom	Art technique - Colours are the best judge of emotions. Expressing self through colours can be very effective. At this stage children are able to draw and colour independently and are able to recognise emotions and perspective of others. For example Drawing and colouring a family portrait and asking them to narrate a story.	Asking the child questions related to the drawing to understand whether he/she has gauged the emotions and perspective of others.	Realistic cartoon pictures can be drawn and ask questions like 'Hey what do you think the little boy in this picture is telling this little girl?'	To create an awareness of self and the world around them.
Location : Classroom	<b>Role Play -</b> The adult can make interesting stories and ask the child to pretend like a princess, a clown, a king, batman etc. Role play is a good tool for instilling empathy.	Child can be asked how he/she felt enacting the various characters and whether he/she learnt anything.	Giving more situations and changing the role each time the adult can evaluate how the child is performing as a character. The performance/expr essions also depicts the child's understanding about the character.	To create an awareness of self and the world around them.

		[		
Location : Classroom	Puppetry - Captures a child's attention immediately and can be used effectively. Expressions like sad, happy, angry, funny, upset etc. can be easily expressed.	Child can use puppets to express various feelings.	Depiction of various feelings in varied situations given by the adult.	To create an awareness of self and the world around them.
Location : Classroom	Quality circle discussion - Teacher selects a topic every day relating to human emotions or problems faced daily like - 'When parents scold you how do you feel?' 'When you score high marks how to do you feel?' 'When you score low marks how to you feel?' 'After discussing the emotions and the problems, she will ask solutions from the children sitting in the circle. This exercise is done in a group where the teacher is a facilitator. Example - If a child says 'I got a scolding from my mother today because I did not do my homework and wanted to play. I am feeling sad'. The facilitator will encourage the children for a solution. Other children present in the group will try to answer it-'First do your homework and then play'. Another child will say'' Go and say sorry to your mother' And the teacher will add that it is ok to feel sad.	Encourage each child to participate and assess their emotions towards self and others	Encourage them to accept the emotions and solve problems.	To create empathy and awareness of their own emotions.

Location : Classroom	Remember - In this activity- the teacher will handle the emotions of the students, make him understand how others feel and if there is a problem how to solve it. DO NOT USE THE WORDS - WHY ARE YOU FEELING SAD? IT IS A SILLY THING ETC. USE THE WORDS - IT IS OKAY TO FEEL SAD, I AM GUESSING THE REASON WHY DID YOU DO IT ETC.	Asking the child to explain the story	Asking the child if he can add something to the story	To enable the child to learn about his emotions and emotions of others.
	Making Comic pictures in motions - Teacher can either make them or use story books/comics, to explain what is happening and why it is happening in the story	To encourage them to talk about the emotions	To discuss about various emotions	To enable the child to learn about his emotions and emotions of others.
Location : Classroom	An emotion chart for everyday - On a plain sheet children should be encouraged to draw how they are feeling and then pick any one friend and draw from observation how he/she is feeling. The sheets can then be put on the display board in the classroom.	Ask them individually, in front of the class and write on the board what they are saying.	Later the teacher may change the situation/environ ment for observation.	To enable the child to be aware about the environment.
	Let's all point out the number of things we see every day while coming to school - Teacher may ask the child to point the number of shops on their way to school. Next day she may ask to count the number of students present in the school bus etc.			



Note - The sensory integration approach can also be used in 5-7 years of age.

#### 3.7 Sensitivity

Sensitivity is a mixture of self-awareness, empathy and awareness of the world. It is learning how being sensitive to the emotions of others allows you to develop deep and respectful relationships. When sensitivity develops in a person he is more acceptable towards his own emotions, towards emotions of others and towards the whereabouts of the world. By developing sensitivity, your self is extended and you become more balanced.



Multij 1.	-	oice questions-	in human	xc2		
1.	a.	many senses are there 5	IIIIIuiiiai	12:	b.	4
	а. С.	7			d.	6
Ans.	с.	1			u.	0
		ry - Decipher the abili	ty of chil	ldren to	unde	rstand the external environment and
its co			cy or critic		unac	
2.	Whe	en you identify a sound a	as that of	an ambu	ulance	, the mental process exhibited is-
	a.	Sensation			b.	Attention
	с.	Perception			d.	None of the above
Ans.	с.					
Comp its co			ty of chil	ldren to	unde	rstand the external environment and
3.	Self	-awareness in a child be	egins with	)-		
	a.	Perception			b.	Identification of mother
	с.	Awareness of his emo	tions		d.	Body awareness
Ans.	d.					
Comp comp			y of child	lren to ι	unders	tand the external environment and its
4.	Emp	oathy means feeling bac	l for the m	nisfortur	nes of a	another person
	a.	True	b.	False		
Ans.	b.					
Comp	oetend	cy - Evolve strategies to	o develop	o empatl	hetic s	skills and emotions in children
5.	Sens	sitivity consists of-				
	a.	Sympathy, empathy, a	awarenes	S		
	b.	Self-awareness, emp	athy and a	awarene	ess	
	с.	Self-awareness, emp	athy and	compass	sion	
	d.	Compassion, awarene	ess and se	elf-aware	eness	
Ans.	b.					
Comp	oetend	cy - Evolve strategies to	o develop	o empatl	hetic s	skills and emotions in children
6.	und		nay be fe	eling a c	certair	ns of others very well. She tries to n way. However, she is careful to not be empathy
	4110	-	-		<u>s</u>	
	a.	Cognitive	-	b.	-	passionate

Ans. a.

#### Competency - Evolve strategies to develop empathetic skills and emotions in children

Competency - Decipher the ability of children to understand the external environment and its components

#### Short answer type questions-

- 1. What are the three types of Empathy?
- **Ans.** Cognitive empathy- To understand what others are feeling but logically, not experiencing it.

Emotional empathy - To understand what others are experiencing, it means how well an individual can perceive and understand the emotions of another

Compassionate empathy - To understand a person's predicament and feel with them, and if needed are spontaneously moved to help.

#### Competency - Evolve strategies to develop empathetic skills and emotions in children

- 2. Give example with one activity that develop (in a 4 year old child)
  - i. Sensory Integration-
- **Ans.** For example For touch sensation Playing with clay, hand painting etc. For visual sensory needs exposure to colorful objects. For auditory sensory needs Listening and hearing the preferred sounds and music etc.
  - ii. Emotions-
- Ans. A chart depicting different emotional faces Like anger, happy, sad, disgust, curiosity etc.

On a plain sheet, children should be encouraged to draw how they are feeling and then pick any one friend and draw from observation how he/she is feeling. The sheets can then be put on the display board in the classroom.

Competency - Decipher the ability of children to understand the external environment and its components

#### Long answer type questions:

- 1. Explain how the Art Integration technique helps a child of 3 years to develop selfawareness.
- **Ans.** Colours are the best judge of emotions. So expressing self through colours can be very effective. Through drawing and colouring children learn to recognize emotions and perspective of others. For example Colouring a given family portrait and then making a story out of it. The student can then be asked questions based on the art work. They themselves can be asked to identify the various emotions in the pictures. This would inculcate self-awareness and awareness about the world around.

Competency - Decipher the ability of children to understand the external environment and its components

- 2. Explain how a Role play approach will develop empathy in a child?
- Ans. The adult can make interesting stories and ask the child to pretend like a princess, a

clown, a king etc. The child can be asked how they felt while enacting the various characters and whether they learnt anything. By giving more situations and changing the role every time the adult can evaluate how the child is performing as a character. The performance/ expressions also depicts the child's understanding about the character.

Competency - Decipher the ability of children to understand the external environment and its components

- 3. Why awareness of the world is necessary for a child?
- Ans. Awareness of the world around us is important for co-existence. To develop a holistic personality we need to interact with others to learn and to grow, it encourages a child to improve his/her social interaction, communication, language, dealing with behavioural and emotional aspects of life and developing an understanding about self and the world. Exploration and awareness of the world also improves cognitive functioning, physical development, imaginative and creative potentials within a child.

Competency - Decipher the ability of children to understand the external environment and its components

- 4. State the process through which the child moves on from self-awareness stage to awareness of the world.
- Ans. Self- awareness in an individual is followed by the awareness of the world around. Selfawareness first begins with body awareness and body image. Then he becomes aware of his own emotions and feelings and extends and connects his self with the other objects present in the environment through his sense organs. When he slowly develops language he begins to connect more with the people and objects in the environment

Competency - Examine the sensitivity in children towards specific things and events

- 5. How to make the children aware of the world while travelling in a school bus?
- Ans. Children can be made aware of the world while travelling in a school bus by asking the students to point at the number of things they see during their journey. They can point to and count the number of shops they pass, or the number of students on the bus.

Competency - Examine the sensitivity in children towards specific things and events

- 6. How important is Story Telling approach for children?
- Ans. Story telling approach is important because through stories which teachers narrate through gestures and voice modulation teachers can explain how one person's behaviour affects the others. The teacher can also ask the children to complete the story.

Competency - Examine the sensitivity in children towards specific things and events

#### **Competency Based Question:**

Read the question and answer the questions-

Ms. Sara is a teacher who teaches children. In one of her classes she decided to use puppets. She took out the puppets and the children were immediately attracted by them. The puppet show was about a boy who met his friend in different problem situations and asked all of them how they were feeling. Ms. Sara also allows her students to play with the puppets after the show. In the next

## class she discusses with the students the students the same situations that were there in the puppet show and asks them how they would feel in those problem situations. She brings all the students together and they sit in a circle and discuss the situations.

- 1. In the first part of the case, which training method is Ms. Sara using?
  - a. Role play b. Puppetry
  - c. Art d. Quality circle discussion

#### Ans. b.

- 2. What is the goal Ms. Sara is trying to achieve by letting the children play with the puppets?
  - a. To create awareness of the self and the world around them
  - b. To enhance creativity in the child
  - c. To allow the child to express feelings through the puppets
  - d. To be able to identify emotions

#### Ans. c.

3. In her next class where Ms. Sara is making the students discuss the same situations and asking how they would feel, she is using the \_\_\_\_\_ method of training

- a. Quality circle discussion b. Role play
- c. Art integration d. Story telling approach

#### Ans. a.

- 4. At which age would the techniques used by Ms. Sara be most appropriate?
  - a. 5-7 years b. 3-5 years
  - c. 7-9 years d. 3-4 years

#### Ans. a.

- 5. In the second method, does Ms. Sara only discuss how children would feel in the same situations?
  - a. No, Ms. Sara also gives the solutions
  - b. Yes, the method is to help children identify emotions so the discussion is enough
  - c. No, Ms. Sara will facilitate a discussion among students to allow them to come up with a solution together.
  - d. No, the student themselves finds solutions their own problems while Ms, Sara watches them at work

Ans. c.

Competency - Evolve strategies to develop empathetic skills and emotions in children

#### Chapter 4: Art and Aesthetics

After reading this chapter students will be able to:

- 1. Comprehend and explore the unique creativity in every child
- 2. Examine the inclination of chidren towards aesthetics
- 3. Evolve strategies to develop creativity and innovation in children towards aesthetics
- 4. Design strategies to skill the children and develop their art and craft abilities

The study of the perception and experience of the visual arts, music, film, performances, literature, design, and the environment are the elements of Art and Aesthetics in child development. Performing and experiencing art and aesthetics is fundamentally a psychological process. Psychological aesthetics in human development and its importance evolved from the study of aesthetics by philosophers such as Baumgarten and Kant. It was

- 4.1 The place of Arts in learning
- 4.2 How the Arts can be delivered?
- 4.3 Aesthetic Education



Gustav T. Fechner, who took aesthetics out of the realm of contemplative musings by developing rigorous procedures for studying the arts for development.



#### 4.1 The pl

In early childhood development, art benefits children in a variety of ways, such as:

#### 1. Motor Skills:

When a young learner is engaged in an art and craft activities, it involves many movements. Through the hands on approach from holding a paintbrush to coloring with a crayon, a child's fine motor skills progress. Other actions, such as using scissors, help develop the dexterity a child needs for writing.



- - 2. Language development: Art broadens a child's ability to interact and express his/her own feeling and opinions with the world around them. It is one of the most effective way to develop the skills of self-expression and communication.
  - **3.** Math skills- Children can learn, create and begin to understand concepts like size, shape, making comparisons, counting and spatial reasoning through art and colours.
  - 4. Decision making: Besides the fact that art education fosters creativity and imagination among children it also encourages them to take decisions to make their piece unique. It develops critical thinking and problem solving ability among children immensely.
  - **5. Cultural awareness:** Art is the most relevant form to create cultural awareness among children. Through various presentations and art forms children get easily exposed to the diverse society around them.

Developmental Benefits of art:



#### 4.2 How Art can be delivered

Art education can be delivered in various ways:

1. Drawing and Painting: Drawing and painting are two important activities. They help develop fine motor skills, writing skills, reading skills, creativity, and boosts selfesteem among children. It also helps in developing the problem solving skills.



#### Few suggested activities are:

Children enjoy using Clay to make

different shapes by pounding, rolling, pinching, flattening, squeezing and manipulating to form interesting shapes and objects.

Ample opportunities should be given to the children to dabble in painting, the different forms of painting are finger printing, foot printing, palm printing, vegetable printing, dabbing or blot painting. The teacher may use a mixture of powder paint, water and soap flakes to get an ideal consistency for the children to dip their fingers or palm in it and splash on the newspaper or on a large sheet of a paper.



2. Music: Rhymes/jingles/singing are great teaching tools and helps in the development of the language. Rhymes and jingles are short and rhythmic and appeal to the children. An action song helps in building the vocabulary and aids the teacher to strike a conversation. Music enhances the listening skills.

Activity- Music teacher can play the tune and ask the children to guess the song. The adult can do actions without singing and ask the children to guess the jingle.

**3. Movement:** It involves gross body movements and helps in balance and hand and leg coordination.

Activity- Play the drum or the tambourine and ask the children to move and sway.

Teach rhythmic steps or animal dance using the sounds and movement of animals.

4. Theatre: In dramatization children get to put themselves in the shoes of characters which are very different from them. It helps the child to portray what he has understood about the character. Theatre plays a pivotal role in developing communication skills, empathy and self-expression

Activity- Making of masks or puppets from waste materials with children and using them in storytelling. Sometimes the teacher may become one of the characters in the story and allow students to ask questions (this strategy is called 'questioning in role' or 'hot seating'). Making of props and costumes and assuming the role of a doctor and a nurse or any helper of the society.

#### 4.3 Aesthetic Education:

Aesthetic experience in the pre-school is important. Art appreciation is nothing but recognising the work of others i.e. teachers recognising the work of children; children appreciating each other's work and work of any artist.

Asking simple questions to interrogate any art work develops visual literacy in children.

Art appreciation involves four categories:

- 1. Visual Representation
- 2. Symbolism
- 3. Critical Reflection
- 4. Self-development

#### Visual Representation:

For example-

- Who do you see in the art work?
- What is happening?
- What type of art work is this? (Painting, Sculpture, Installation, Photograph....)
- Let's look at the lines, form, colours, shapes and textures.

#### Symbolism:

- For example-
- What story can you see?
- Why did the artist draw these shapes/lines?

#### **Critical Reflection:**

For example-

- Is something or someone missing?
- What is the first thing that comes to your mind?

#### Self - development:

For example-

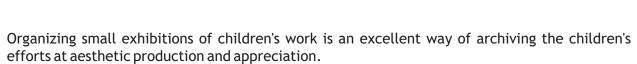
- How does this art work make you feel?
- Would you like to be inside this art work?

In pre-schools 'a gallery corner' is maintained to present and showcase art work which sends an





important message about the value of children's artistic practice and the value of art in their lives.



#### Match the following-

- 1. Visual Representation
- 2. Symbolism
- 3. Critical Reflection
- 4. Self- development
- Ans. 1c, 2d, 3a, 4b

- a. Is there something missing?
- b. Would you like to be inside the art work?
- c. What do you see in the art work?
- d. Why did the artist draw these shapes/lines?

Competency -	Comprehend and	explore the	unique creativit	ty in every child
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#### Choose the correct options:

- When a young learner is engaged in an art and craft activities, it involves developing 1.
  - (a) fine motor skills (b)
    - (C) Self esteem (d) All of the above
- Ans. (d)

#### Competency - Comprehend and explore the unique creativity in every child

- 2. Out-of-the-box' thinking is related to
  - Consistent Thinking (a)
- Memory-based Thinking (b) (d)

Creativity

- Divergent Thinking (C)
- **Convergent Thinking**

Ans. (C)





#### Competency - Comprehend and explore the unique creativity in every child

- 3. Gifted students may be asked to spend more time on questions dealing with
  - (a) remembering (b) understanding
  - (c) creating (d) analysing

Ans. (c)

#### Competency - Comprehend and explore the unique creativity in every child

- 4. Which of the following is not a performing art?
  - (a) Dance (b) Music
  - (c) painting (d) Mime
- Ans. (c)

#### Competency - Comprehend and explore the unique creativity in every child

- 5. Principal of Art Integrated Activities is based on
  - (a) Experiential learning (b) Rote memorization
  - (c) Writing correct answers (d) Coping from text books

#### **Ans.** (a)

#### Competency - Design strategies to skill the children and develop their art and craft abilities

- 6. Every classroom should have a dedicated space for display of the children's art works as it plays an important role in igniting the interest and eagerness to learn more. The meaningful display should not include
  - (a) The original unedited art work of all children
  - (b) The readymade charts available in market.
  - (c) The display should be periodic in nature i.e. displays should be updated on a weekly /monthly basis.
  - (d) Apart from the work of children, display area can also have the work of great artists, which can help children understand the nuances of a particular art form and refine their own aesthetic sensibilities.

#### Ans. (b)

#### Competency - Evolve strategies to skill the children and develop their art and craft abilities

#### Short answer type questions:

- 1. What is art appreciation?
- **Ans.** Art appreciation is recognising the work of others i.e. teachers recognising the work of children; children appreciating each other's work and work of any artist.

Competency - Evolve strategies to skill the children and develop their art and craft abilities

- 2. State the four categories of art appreciation.
- **Ans.** Art appreciation involves four categories:
  - I. Visual Representation II. Symbolism
  - III. Critical Reflection IV. Self-development

#### Competency - Evolve strategies to skill the children and develop their art and craft abilities

#### Long answer type questions:

- 1. How does theatre play a pivotal role in language development of a child?
- Ans. In dramatization children get to put themselves in the shoes of characters which are very different from them. It helps the child to portray what he has understood about the character. In this way theatre plays a pivotal role in developing communication skills, empathy and self-expression.

#### Competency - Evolve strategies to skill the children and develop their art and craft abilities

- 2. Discuss the various ways of delivering art education in class.
- Ans. Art education can be delivered in various ways:
  - a. Painting and drawing: Drawing and painting are two important activities. They help develop fine motor skills, writing skills, reading skills, creativity, and boosts self-esteem among children. It also helps in developing the problem solving skills.
  - b. Music: Rhymes/jingles/singing are great teaching tools and helps in the development of the language. Rhymes and jingles are short and rhythmic and appeal to the children. An action song helps in building the vocabulary and aids the teacher to strike a conversation. Music enhances the listening skills.
  - c. Movement: It involves gross body movements and helps in balance and hand and leg coordination
  - d. Theatre: In dramatization children get to put themselves in the shoes of characters, which are very different from them. It helps the child to portray what he has understood about the character. Theatre plays a pivotal role in developing communication skills, empathy and self-expression

#### Competency - Evolve strategies to skill the children and develop their art and craft abilities

#### Value based questions:

- 1. How can a preschool teacher develop environmental consciousness among children using visual literacy? Explain with examples.
- 2. You must have participated in a cultural programme in school during your early age. Share one such experience and explain how it fostered cultural or social awareness in you.
- Ans. Students are required to write from their own understandings and experiences.

#### Competency - Evolve strategies to skill the children and develop their art and craft abilities

#### Competency based questions:

The teachers of XYZ Public School organised an art exhibition. Various art works of students from different grades were displayed. The art works comprised of paintings, sketches, portraits, models and installation arts. Apart from the work of children, they also displayed some of the works of great artists. The main attraction of the exhibition were the stalls put by the local artisans with lot of handmade artifacts.

- (a) What is the importance of such exhibitions in school?
- **Ans.** An Art Exhibition allows students to look and respond to their own work as well as to work done by others. It improves the creativity of students and allow them to think beyond their textbooks.
  - (b) Why do you think the school has displayed the works of artists?
- Ans. The work of great artists can help children understand the nuances of a particular art form and refine their own aesthetic sensibilities.
  - (c) Who are local artisans?
- Ans: A person or company that makes a high-quality or distinctive product in small quantities, usually by hand or using traditional methods
- (d) Do you think it is a good idea to call artisans in school? How it is going to help the learning of students?
- Ans. It is an innovative idea to call local indigenous artisans to exhibit their artwork that help to enhance the aesthetic experience of students. When students get chance to interact with local/regional artisans, students enhance their sensitivity and awareness towards the indigenous cultural heritage.

Competency - Evolve strategies to skill the children and develop their art and craft abilities

#### Chapter 5: Creating Inclusive learning Environments

#### After reading this chapter students will be able to:

- 1. Decipher heterogeneity in classrooms and enable children to understand it
- 2. Enable children to treat everyone with equal respect
- 3. Develop environments where all children feel safe and secure to share them selves and shed their inhibitions

#### 5.1 How to create an inclusive classroom environment

Teachers must think fromperspective of students, for whom learning within the school setting is no't happening easily. For a few students academic progress is easy and simple whereas for others it is not. It could be due to multiple reasons, maybe there is a lot going on at home or outside of school, maybe the child feels like a misfit and/or alphabets and letters may not make much sense to him/her. The bottom line is that a lot of students are struggling to make sense of their educational experience. This is where the role of schools and the need of inclusion comes into play.

For children who are coming from unusul circumstances and experiences, have a constructive impression on their cognitive and social growth. An inclusive curriculum for early childhood programs must support the right of all children, regardless of their abilities to participate enthusiastically in natural settings within their communities. Natural settings include, but are not limited to: home, preschool, nursery school.

Inclusion is when a school offers a welcoming experience for all students, belonging to diverse background and culture and those

who are gifted and specially abled. Effective classroom strategies need to be successfully employed to make inclusion a success. When creating an inclusive learning environment, the following must be considered:

- The very first fact is that every teacher understands that not every child will learn in the same way, neither on the same day- some students will take more time than the others. Teachers need to use multiple approaches of learning while in a classroom. It is obvious that a class will consist of multiple levels of intelligence right from the kindergarten class. A teacher needs to identify these students from the very basic level of a child's school life and plan their approach accordingly to be able to make learning effective and fruitful.
- We as teachers need to move past the "one-size-fits-all" theory. Students must be engaged with information in a responsive learning environment that provides rich ways for students to progress from a very early stage. Dividing the class into groups, giving clear direct instruction in order to tailor content delivery more accurately for specific learners' needs is important. When we keep tapping students' experiences in our classroom, we can build upon their strengths and help to develop and improve their understanding of topics with which they are struggling.

- 5.1 How to create an Inclusive classroom Environment
- 5.2 How to promote Inclusivity in the Classroom?
- 5.3 5 Inclusivity practices to consider



## The most fruitful way of building an inclusive learning environment comes from establishing meaningful connections with our students. Simple and time-honoured techniques such as saying their names correctly are great ways to start building relationships. By taking that extra time in viewing each pupil as an individual and sincerely believing that each student has the ability to succeed, we can definitely become partners in their success.

• Putting the emotional needs of the students in the forefront is important because without a safe and nurturing environment, no instructional approach will be effective. If the relationships in the classroom are based on trust, students feel comfortable to approach the teachers and tell them what is on their minds, what's exciting them or bothering them, without having to wait for an opportunity from the teachers to do so. Students should be made to feel as a valuable part of a large community, called school. Meaningful learning occurs when there is a connect with the students which facilitates an all-encompassing educational framework for success.

From a very early age a sense of belonging and trust with acceptance and tolerance needs to be instilled in the students to allow them to share their feelings freely.

#### How to promote inclusivity in the classroom?

Inclusion starts with the acceptance that all students have the right to feel safe, supported, and included. Inclusion allows students from all backgrounds to share a meaningful integrated learning experience in the regular classrooms with their peers.

#### Build relationships and inculcate a sense of responsibility:

Young minds are more sensitive to feelings and emotions and hence. The students must be provided with an environment in the classroom where they understand their responsibility towards their peers. Helping a new child to fit in the class by making class buddies, alloting time for peer learning between children can help them learn better. These are simple activities which not only help children bond with each other but also makes them responsible and confident in the overall social environment.

#### They think better when they think together:

Children don't understand discrimination nor prejudice. It is important to let them share their thoughts and ideas. Problem solving and critical thinking activities performed in small groups always give better results as these young enthusiastic minds brimming with ideas come with better and reasonable solutions. This also enhances team work and leadership qualities. Children learn to accept each other with all their strengths and weaknesses.

#### Make it Personal

Students should be provided with opportunities to share their own experiences and perspectives. Students learn from their peers and the diverse perspectives and experiences their classmates bring to the table. Quality Circle time and ice breaking activities can encourage and trigger these conversations and give the students a platform to express. From a very young age children should be given opportunities to be part of conversations, to know each other. This way they learn to respect differences and accept opinions different from theirs. They also develop empathy and acceptance.

#### **Include Various Perspectives**

Students and teachers both should be open to multiple perspectives. Discussions that agree with

only one perspective lack depth and are subjective. Diverse perspectives offer new ideas and inclusive interpretations. For example: A child studying in nursery must not be forced to like all colours, he has the right to say that he doesn't like a particular colour. He can have his reasons

#### **Know Your Students**

It is imperative to invest time to focus on getting to know your students. The impact is always surprising. The simple gesture of addressing a student by their name demonstrates care and concern.

#### Watch for Problematic Assumptions

Problematic assumptions and implicit biases can manifest themselves in the classroom. Developing awareness on these assumptions and biases can help develop an optimistic classroom.

#### **Respect Diverse People**

Respect for diversity among people must be established. Examples should be provided that demonstrate admiration and appreciation for diverse people and cultures. Gender neutral terms must be used in schools.

#### **Respect Diverse Talents**

Students not only come from diverse backgrounds, ethnicities, race, and gender, they also bring different talents and styles of learning. All students should have the opportunity to learn in a way that works for them and they should be able to showcase their talents.

#### 5.25 Inclusivity practices to consider



Some common and effective inclusion practices that can be tried in the classroom are:

- Create customized instructional goals, methods, materials and assessments that work for all students, using the principles of Universal Design for Learning (UDL). In UDL a teacher may use a variety of teaching methods to remove barriers to learning which gives all students equal opportunities to succeed.
- In Differentiated Classrooms an effective teacher is sensitive to the needs of the students and understands that students learn in different ways and at different rates and every individual has an individual learning style.

- **Supportive learning and peer tutoring,** lets students use their unique assets to work as a team with their peers.
- **Tiered lessons** teach the ideas with manifold levels of complexity built into the lesson, giving students the option of learning at a level that does not overwhelm, them. In tiered lessons students work at different levels of the same task, some more difficult and challenging than others.
- Some specific materials are appropriate for use in supporting students who have an assorted range of abilities in their learning. These allow students to learn at their own pace without stress.
- Some distinct activities like paired work, group work, small group discussions and cooperative learning lets children explore the full extent of the topics, and learn from and with their peers.

To conclude, early childhood is the appropriate age, not only to instil values within the students but also to connect with them, making them feel important, making them believe that they belong. I nclusion will be successful in its truest sense when a teacher knows his or her children well enough to identify the need of intervention and also when the child has enough faith to share, assured that his problems will be heard and taken care of. The defining features of inclusion for these young minds can be: complete participation and support.

#### **Multiple Choice Questions:**

- 1. Since all students learn differently, teachers need to use\_\_\_\_\_ in classroom teaching
  - a. "one-size-fits-all" theory
  - b. multiple intelligences
  - c. multiple approaches of learning
  - d. Strict curriculum

#### Ans. (c)

#### Competency - Comprehend and explore the unique creativity in every child

- 2. Which of the following is NOT an inclusive practice?
  - a. Creating customized instructions
  - b. Peer tutoring
  - c. Using materials appropriate for supporting students
  - d. Focusing on written work specially for those who need extra help
- **Ans.** (d)

## Competency - Evolve strategies to develop creativity and innovation in children towards aesthetics

- 3. Inclusive Education implies
  - a. Ensuring learning outcome of every child to be same
  - b. Including the disabled in the main stream

- c. Provides compulsory education for children below 14 years
- d. Ensuring that no child is left behind in education
- Ans. (d)

#### Competency - Comprehend and explore the unique creativity in every child

- 4. Why is it important to put the emotional needs of the students in the forefront inclusive educational setting?
  - a. because without a safe and nurturing environment, no instructional approach will be effective
  - b. To help children identify emotions
  - c. To build empathy
  - d. To establish connections with students
- Ans. (a)

#### Competency - Enable children to treat everyone with equal respect

- 5. When students with special education needs are made to fit into the preexisting structure is called
  - a. Special education
  - b. Integrated education
  - c. Remedial education
  - d. General education
- Ans. (b)

#### Competency - Examine children to identify special needs of a child

- 6. In an inclusive classroom with diverse learners, cooperative learning and peer tutoring
  - a. Should not be practiced and students should be segregated based on their abilities
  - b. Should be used only sometimes since it promotes comparison with classmates
  - c. Should be actively discouraged and competition should be promoted
  - d. Should be actively promoted to facilitate peer acceptance
- Ans. (d)

#### Competency - Decipher heterogeneity in classrooms and enable children to understand it

- 7. Which of the following statement most appropriately defines the term inclusion?
  - a. Educating children with special needs in special school
  - b. Educating children with special needs in special classroom of school
  - c. Educating children with special needs most of the time in regular class
  - d. Educating children with special needs full time in the regular classroom
- Ans. (d)

#### Competency - Enable children to treat everyone with equal respect

- 8. The objective of Inclusive education
  - a. Emphasis on resource teachers training
  - b. Emphasis on education of all categories of learners
  - c. Emphasis on disabled learners
  - d. Emphasis on special education

#### Ans. (a)

#### Competency - Decipher heterogeneity in classrooms and enable children to understand it

- 9. A student of V-grade with 'visual deficiency' should be
  - a. Excused to do a lower level of work
  - b. Helped with his/her routine-work by parents and friends
  - c. Treated normally in the classroom and provided support through Audio Cds
  - d. Given special treatment III the classroom

#### Ans. (c)

#### Competency - Decipher heterogeneity in classrooms and enable children to understand it

- 10. You have been told to accommodate two mentally retarded children in your class. You will
  - a) Refuse to accept them as your students
  - b) Tell the principal to accommodate them in another class exclusively for mentally retarded children
  - c) Learn techniques to teach such students
  - d) None of these
- Ans. ©

#### Competency - Decipher heterogeneity in classrooms and enable children to understand it

#### Objective type:

- 1. \_\_\_\_\_ and \_\_\_\_\_ for children coming from diversified experiences will definitely have a constructive impression on a child's cognitive and social growth.
- Ans. Early intervention and education
- 2. Teachers need to move past the \_\_\_\_\_ theory.
- Ans. "one-size-fits-all"
- 3. \_\_\_\_\_time and ice breaking activities can encourage and trigger conversations and give them a platform to express.
- Ans. Quality circle

- 4. In \_\_\_\_\_\_ a teacher may use a variety of teaching methods to remove any barriers to learning which gives all students equal opportunities to succeed.
- Ans. Universal Design for Learning
- 5. Students and teachers both should be open to \_\_\_\_\_ perspectives.
- Ans. multiple perspectives

#### Competency - Decipher heterogeneity in classrooms and enable children to understand it

#### Short answer type-

- 1. Why is inclusion important?
- Ans. A large number of students are struggling to make sense of their educational experience. That's where the role of schools and the need of inclusion come into play.

#### Competency - Decipher heterogeneity in classrooms and enable children to understand it

- 2. How can including various perspectives promote inclusivity in the classroom?
- Ans. Students and teachers both should be open to multiple perspectives. Discussions that agree with only one perspective lack depth. Varied perspectives might offer new ideas and exclusive interpretations. As much as possible content should be provided from diverse perspectives. Each individual must have a say in the discussions

#### Competency - Decipher heterogeneity in classrooms and enable children to understand it

- 3. Why is it important to allow children to share their thoughts and ideas?
- Ans. It is important to let them share their thoughts and ideas. Problem solving and critical thinking activities performed in small groups always give better results as these young enthusiastic minds brimming with ideas come with better and reasonable solutions. This also enhances team work and leadership qualities. Children learn to accept each other with all their strengths and weaknesses.

#### Competency - Decipher heterogeneity in classrooms and enable children to understand it

#### Long answer type questions-

- 1. What are the considerations that a teacher must make while creating an inclusive learning environment?
- Ans. When creating an inclusive learning environment, the following must be considered:
- The very first fact is that every teacher understands that not every child will learn in the same way, neither on the same day- some students will take more time than the others. Teachers need to use multiple approaches of learning while in a classroom. It is obvious that a class will consist of multiple intelligences right from kindergarten. A teacher needs to identify these students from the very basic level of a child's school life and plan their approach accordingly to be able to make learning effective and fruitful.
- We as teachers need to move past the "one-size-fits-all" theory. Students must be engaged with information in a responsive learning environment that provides rich ways for students to progress from a very early stage. Dividing the class into groups, giving clear direct instruction in order to tailor content delivery more accurately for specific learners'

needs is important. When we keep tapping students' experiences in our classroom, we can build upon their strengths and help to develop and improve their understanding of topics with which they are struggling.

- The most fruitful way of building an inclusive learning environment comes from establishing meaningful connections with our students. Simple and time-honoured techniques such as saying their names correctly are great ways to start building relationships. By taking that extra time in viewing each pupil as an individual and sincerely believing that each student has the ability to succeed, we can definitely become partners in their success.
- Putting the emotional needs of the students in the forefront is important because without a safe and nurturing environment, no instructional approach will be effective. When we build relationships in the classroom based on trust, students will feel comfortable enough to approach us and tell us what is on their minds, what's exciting them or bothering them, without having to wait for an opportunity from us to do so. Students should know that they are valued and they like the idea of being an important part of a large community, called school. By forming that connect with the students and providing an all-encompassing educational framework for success, meaningful learning will indeed occur

#### Value added questions

- 1. Rajesh is in class 2. He has been showing difficulties with reading. As his teacher mention some of the ways you would help Rajesh in the classroom setting?
- Ans. Some of the ways I would help Rajesh are-
- Build a relationship and inculcate sense of responsibility. Students must understand their responsibility towards their peers. To help Rajesh fit in, I would make class buddies, allotting time for peer learning etc.
- I would allow Rajesh to share his thoughts, ideas and problems with the class. This will enhance teamwork and help Rajesh form better relationships in class.
- I would give him ample opportunity to share his own personal experiences and perspectives. This would help others in his class get to know him and understand him better.
- As a teacher I would be open to multiple perspectives which might offer new ideas. I must be able to provide as much content as possible through diverse perspectives
- As a teacher I must know Rajesh well. Only then will I be able to help him.
- A customized instructional goal, method, materials and assessment technique must be created for Rajesh.
- For Rajesh, lessons will be made tiered. This will allow him to learn at a level that tests him but does not overwhelm him.

#### Competency - Examine children to identify special needs of a child

COMPETENCY BASED QUESTION

Read the paragraph below and answer the questions-

Mr. Ajay and Mr. Ram are both teachers in different schools of the same class. Both however have very different ways of dealing with their children. Mr. Ajay has the ability to understand the needs of each child and makes materials that will help all of them. Mr. Ram uses the same material but his ability to explain that material is excellent. Mr. Ajay spent the first day of class talking to the children about their likes and dislikes but Mr. Ram spent the first day interacting with the children and talking about the subject of study. Mr. Ajay often asks children to form groups and think of solutions to problems, Mr. Ram, usually asks them to think of a solution to their own problems or ask him if there are any doubts.

- 1. Who do you think teaches in an inclusive school?
  - a. Mr. Ajay b. Mr. Ram
  - c. Both of them d. None of them
- Ans. (a)
- 2. Why Mr. Ajay does spent the first day talking to the children about their likes and dislikes?
  - a. To understand the needs of the child
  - b. To make students feel they are valued
  - c. To establish meaningful connections with our students
  - d. To create a conducive environment
- Ans. (c)
- 3. Which of the following is NOT an inclusivity practice
  - a. Support peer culture b. Supportive environment
  - c. Customization of learning d. Watching for problematic assumptions
- **Ans.** (d)
- 4. In an inclusive set up, methods, materials and assessments that work for all students are created using the principle of
  - a. Multiple Intelligence
  - b. Universal Design for Learning
  - c. Problem solving and critical thinking
  - d. Multiple approaches of learning
- **Ans.** (b)
- 5. From a very young age children should be given opportunities to be part of conversations, getting to know each other. This way they learn to respect differences and accept opinions different from theirs. They also develop empathy and acceptance. This can be achieved through
  - Peer learning b. Customization of materials
  - c. Quality circles d. None of the above
- Ans. (c)

a.

Situation-Assume you are a preschool teacher who loves children.

Today is your first day at the school.

The principal welcomes you and takes you to your class. As the bell rings, children start coming into the room one by one but are obviously cautious and distant from you.

Some children do not wish to leave their parents and start crying. You only have one helping staff with you in the room, and children are familiar with her already.

Based on the above situation, please answer the following questions:

- Q1. Since some children are crying at leaving their parents, what is the one thing you will NOT do while handling the situation?
  - a. Leave the helper with rest of the children and personally recieve children at the door
  - b. Invite the parent to sit with the child in the room till the child can be distracted and calmed down
  - c. Ask the parent to drop the crying child in the classroom and leave without turning back
  - d. Ask the helper to bring the children inside, since they already know her
- Ans. ©
- Q2. What according to you will be the first activity you would plan for the group, as an ice breaker?
  - a. Storytelling
  - b. Music and dance
  - c. Worksheets
  - d. Outdoor play

#### **Ans.** (b)

Q3. At the end of the day, parents come to pick up their children and obviously have a lot of questions about their children to ask from you.

What will you do to answer each of them?

- a. Allow them to come inside the room and answer them individually, even though children may still be there
- b. Request them to wait for all children to leave and then answer their questions
- c. Ask them to give their questions in writing
- d. Refuse to answer them at that time and say you need more time to know about their child

#### **Ans.** (b)

#### Competency - Analyze ways to encourage participation of family within the school system

# Unit 4

Fostering Socio-Emotional Competence in Children

Learning Objectives

Chapter1: Developing Empathy And Respect

Chapter 2: Managing Emotions

Chapter 3: Role Of Parents, Family And Community

#### After reading this chapter the students will be able to:

- Empathize with the emotions of a child
- Decipher the reasons of specific behaviors in children
- Create an environment which fosters healthy social and emotional well being of children
- Examine and analyse the role of family and community in the behavior and development of personality of the children



#### **INTRODUCTION**

It has been established well in previous chapters that one of the very important domains of development in children is that of socio-emotional skills. Along with cognition, this side of development is gaining recognition and impetus in research as a strong predictor of future success. This unit attempts to understand empathy and ways to foster it in young children. The discussion in the unit are also geared towards understanding emotions in children and assisting them in effective emotional management through time tested and research guided strategies. The unit also explores the role of parents, family and the community as stakeholders in overall optimal development of children.

#### CHAPTER1: DEVELOPING EMPATHY AND RESPECT

#### LearningOutcomes:

After reading this chapter students will be able to:

- 1. Comprehend the importance of empathy in a child'slife and learning
- 2. Analyse behavior and design unique and customized strategies to inculcate empathetic values in children

#### 1.1 INTRODUCTION

Empathy is a higher-order emotion developed in children in response to emotional experience of others; thus it is a personal and emotional

#### Related terms

Sympathy: Caring concern for others in any difficult/ challenging situation

**Empathy:** An emotion arising out of the ability to view a situation from the other person's point of view

**Compassion:** Experience of shared suffering arising out of empathy with an intent to provide appropriate relief/solution response (Robinson, 2008). It is a shift from centration (focus on self) to decentration (focus on emotional needs of others). Empathy typically emerges in toddlerhood and preschool age children but empathetic regulations are seen in infants and newborns as well.

Developing empathy is an important skill in early childhood years but is complex to achieve. When a child empathizes with another person it can mean that she is developing the ability to see others as different in thoughts, feelings and behavior patterns and is able to cultivate respect for their individuality. In the 1.1 Introduction

- 1.2 Development of empathy
- 1.3 Influences on empathy
- 1.4 How to nurture empathy in children?
- 1.5 Classroom activities to nurture empathy
- 1.6 Developing empathy in online era

process of becoming empathetic children also realize that as humans they all experience similar sets of emotions like being happy, sad, scared, angry or surprised. This realization and respect for others is laid down in early years and children carry it with them throughout their life.

#### 1.2 DEVELOPING EMPATHY

Psychologists have studied the presence of empathy in children from as early as the first year of

life. A common site with infants is that one starts crying after seeing another infant crying or one infant imitates the expression of others. Using such observations, the presence of empathetic reactions is evident in infants. Gradually with developing self-awareness and sense of others, empathetic feelings gain prominence.

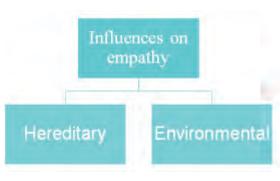
During the second year of life, the pain of others can be seen on a child's face and their empathetic reaction or response is also visible. For example, seeing her mother crying due to some injury, Aditi (two year old) went into another room and brought her toys to soothe her mother. Hence it is evident that towards the end of the second year of life, emotional expressions for empathetic concerns mature and children start seeing differentiation between self and others and use actions to showcase that.

"Between the second and third year of life there is a gradual increase in the frequency of children's prosocial attempts to assist the person in distress. Prosocial behaviors of young children include trying to distract, offering a toy, patting or hugging, and expressing verbal sympathy like 'Are you okay,? 'You will be okay' by the age of 3 years.

Children show a more reflective and mature level of empathy, as their vocabulary increases between 2 to 3 years of age by using words more than actions to console others. When Avi was picked up by his mother from school, his friend Ali was sitting, looking sad as his parents did not come yet. Avi asked his mother to hug Ali and himself said, "Ali, don't worry, your Mummy will also come quickly". In this example, the empathetic response of Avi is reflected in his choice of words used by him to console his friend.

#### 1.3 INFLUENCES ON EMPATHY

Empathetic responses vary from children to children and are influenced by many factors. Psychologists have classified these into two major factorshereditary and environmental. The biological or hereditary factors include genetic and neural structures within the body which determine to a large extent the child's inherent temperament. On the other hand, environmental factors majorly cover parenting factors, relationships, parents' empathetic



response, learnt responses through imitation and primary socialization. Both genetic and environmental factors together influence the empathetic response in child and irregularity in these functions may lead to empathy deficits or disorders.

Cultural practices of a region also add to a child's unique experiential growth. Conceptualization and operationalization of empathy will vary across regions and will feed into everyday practices followed by the child.

Gender also has an influence on development of empathy in childhood years. Studies have shown that girls generally show more empathetic behavior than boys. The reason for this differentiation can be attributed to primary socialization in our societies where girls are considered emotionally expressive and caring for others. This doesn't mean boys are less empathetic. The development of empathy depends more on experience and socialization and based on that, levels and types of empathy vary from person to person and child to child.

Empathy is a personal response to other people's feelings which means what you do to help other person in distress. It is an essential value to be developed in order to achieve inclusiveness in our

schools and society at large. Some children tend to naturally develop empathy without 'conscious' learning- perhaps as an offshoot to their otherwise temperamental inclination towards people and their feelings. However, provision of conscious learning experiences has the potential to develop such skills in all children across age groups. Methods to develop empathy in children will be discussed in the following sections.

#### 1.4 HOW TO NURTURE EMPATHY IN CHILDREN?

Empathy is a skill which can be developed by providing stimulating experiences by empathetic caregivers, which may include a host of people in child's environment- parents, grandparents, extended family members, siblings, teachers, professionally paid care takers etc. However, acquisition of this skill is only gradual and takes time to nurture. Empathy as a skill is not like any other visual or motor skill which can be developed by practicing a few times; instead it takes more time to reach its potential. The development of empathy involves "an integration of higher-order skills like remembering, rational thinking, intuition, and feeling, all of which support the active imaginative process".

#### Following are some of the ways to develop empathy in children:

- Empathize with the child: Acknowledge what a child is experiencing and share your own experience of dealing with a similar situation. This will enable the child to take perspective that he/she is not alone in feeling the way they do. For example, "Are you feeling sad because your toy broke? I also felt the same when my pen was broken. Let's try to fix it, come on!"
- Express your feelings: The way you express feelings will provide children an opportunity to not only share their own feelings but also give them the vocabulary to express themselves in future. For example, in circle time Ms Meenu sings the rhyme 'If you are happy' daily and has introduced feelings like happy, sad, angry, scared. In order to encourage

## Empathy is caught not taught

children to talk about themselves, one day she shares how she feels sad when Dhruv and Raghav fight. This opened a forum of discussion to all and children started sharing when they too felt sad and also discussied ways on what they would like to do to feel better at that time. Piya shared that she cries in the morning as she doesn't like to leave her mummy alone at home.

- Talk about others' feelings: Teachers must share their own feelings to give words to express others feelings and communicate it to children. Saying, "Simran looks sad as you took the car out of her hand without her permission. Would you like to return it to her and request her to give it to you once she's done playing with it?" will have a far greater and lasting impact on a child's mind rather than snatching the car and giving it back to Simran. Also, asking questions like "How do you think Simran feels when you take away the car she is playing with?" will provide a chance for the child to reflect on the situation, talk about feelings and empathize.
- Model empathetic behavior: In the book 'Developing Empathy in the Early Years: A Guide for Practitioners', Garnett mentions that "empathy is caught not taught". From imitating expressions of primary caregivers in the first year of life to adopting habits and values in the second and third year of life, children learn majorly through imitation. Parents, caregivers and siblings unconsciously teach empathy to young children by modeling. The way primary caregivers respond empathetically to others influences empathy of young children and it is reflected in their actions in different situations.

Read stories about feelings and empathy: Stories are one of the most powerful media to discuss human values. Children given meaning to their lives and make sense of the word around them through stories. Realistic literature for children can provide an opportunity for teachers and parents to discuss social skills and nurture them in young children. The books about feelings and emotions should be part of classroom libraries. Suggested books are mentioned as part of appendices to this unit.

#### 1.5 CLASSROOM ACTIVITIES TO NURTURE EMPATHY

With experiential learning and games, empathy can be consciously taught in a classroom. Whatever the varying level or type of empathy, all children can improve and reach their potential. But for this teacher needs conscious planning. Some of the suggested activities for this are:

• **Role play:** Role play can be seen as an extension of children's imaginative and pretended play of early years. Young children like to dress up and this is an opportunity for the teachers to focus children's attention on how other people/characters may be feeling in that situation. It is a source of immense pleasure and learning for young children. Role plays deepen children's understanding of taking perspective by giving them opportunity to empathise with others. Teachers can conduct role play with children after narrating an empathetic story like 'No

If You're Happy and

"If you're happy and

You know It

you know it,

you know it,

you know it,

to show it,

you know it

Clap your hands.

Clap your hands.

If you're happy and

If you're happy and

And you really want

If you're happy and

Clap your hands".

smiles today' by Cheryl Rao. In the story, Shanthi, a little girl lost four teeth and stopped smiling as she thought her friends would make fun of her. Stories like this can give an opportunity to teachers to facilitate discussion followed by role-play

- **Circle time:** The significance of circle time is laid down in previous chapters. Circle time is a great platform for social-emotional development as during this time children and teachers come together as a community. This is the best time to carry discussions like sharing feelings or emotions. A conversation like this can teach children about empathy as children share their feelings and understand that others too have feelings which may differ from them.
- Singing rhymes and songs: The importance of traditional rhymes and songs is stressed out by early childhood practitioners as a tool to develop language skills in children. These are equally important for socio-emotional development as children get to know about feelings, values and culture of others and celebrate diversity together. Rhymes and songs \*provide children expressive vocabulary and introduce them to socially acceptable ways to express feelings. \* like 'if you are happy and you know it'
- Games/Activities: Children enjoy doing and learn a great deal through acting on the objects/world around. Carefully planned games or activities can help foster empathy in children. Such activities should be done regularly and can be part of circle time or any other part of the day.

#### Matching feelings

#### Group size: Six to eight children

#### Material required:

- 6-7 large soft toys of animals or any other character
- Small things appropriate to emotions and feelings like a bandage, a fruit, a blanket, a small hat, magical wand

#### Procedure:

- Make children sit in a small circle
- Arrange soft toys at one end and all small things on the other side
- Call out the name of one child (Baani) and ask her to pick any soft toy
- Tell the group how the soft toy is feeling today. For example: "Bhuro dog has cut his leg today on a sharp stone and it is hurting him."
- Ask the group which of the small thing will help Bhuro dog to feel better i.e. a bandage. Ask baani to pick it up and put it on Bhuro dog
- Praise the children for their help
- Repeat the activity with remaining children and soft toys
- Rephrase feelings throughout the activity and help children empathise

Source: Circle Time for Young Children (Second edition) by Jenny Mosley

#### 1.6 DEVELOPING EMPATHY IN ONLINE ERA

With the advent of technology and the boom of online learning, children are increasingly spending time planted in front of screens with the majority of their interactions limited to platforms driven by artificial intelligence. Meeting and engaging with people has taken a back seat. Covid-19 pandemic has restricted people within the four walls of their homes and added to the woes, where children are almost entirely dependent on their smartphones/ laptops to see and listen to academic content being transacted with them, with little or no focus on their social-emotional well being which is the need of the hour.

To nurture empathetic values in children, caregivers from all walks of life will have to take conscious steps to include such practices in their everyday interactions with children. In addition to the above mentioned strategies, some focus needs to be given to the following:

- Empathy must be modelled virtually, just as it would be done personally: Teachers must be respectful and patient to children and the content they share. Opportunities must be created where children exchange feelings, thoughts and perspectives. Teachers must listen to the children with a genuine intent to know more.
- Bring diversified content and facilitate discussion around it. Your questions can help children reflect and understand perspective.

- - Plan activities where children can reflect on their emotions and connect more. Emotional feelings and subsequent reactions are running wild in children these days, and they need an appropriate and regular outlet for coming to terms with and effectively dealing with them.

#### **CHAPTER 2:** MANAGING EMOTIONS

#### LearningOutcomes:

After reading this chapter students will be able to:

- 1. Explore the importance of Emotional Intelligence in children
- 2. Develop abilities to enhance Emotional Intelligence in children within classroom practices
- 3. Examine and evaluate challenging behavior in children and strategize to deal with them
- 4. Develop deep understanding of and promoting self- regulation and co-regulation in children
- 5. Develop strategies to effectively handle conflict resolution in children

#### 1.1 **INTRODUCTION**

Emotions are an inseparable part of human life and a they affecting all **1.2** Emotional thoughts and resultant responses. Emotions come to humans as naturally as breathing, but they are rarely aware of them at a given point of time, let alone be able to consciously drive them.

Let's visualise a situation where a teacher walks into a room full of preschool children. They are busy playing around with whatever catches their attention and the room vibrates with their excited cacophony of sounds. While some children are busy playing together in small groups, others may prefer to be on their own. A careful scan of the room and a child standing alone in a corner catches the eye of the teacher. The child looks visibly disturbed, not wishing to engage with anyone. Upon questioning what bothers the little one, the teacher is able to see eyes that gradually begin to well up as the child continues to nod in negative with no responses to help resolve the situation. Teachers must try to put themselves in the shoes of a children who have little or no verbal expression to communicate what their little mind may be going through at a given point of time.

#### 1.2 **EMOTIONAL INTELLIGENCE**

Being able to operate in a productive manner to meet grueling demands of our daily lives is of utmost importance as human beings, which is the 1.6 Conflict reason why emphasis is now increasingly being given to fostering Emotional Intelligence in children. Emotional intelligence (EI)

can be understood as a set of skills associated with understanding one's own and others' emotions as well as using this understanding to guide one's own thoughts and actions, consciously and effectively.

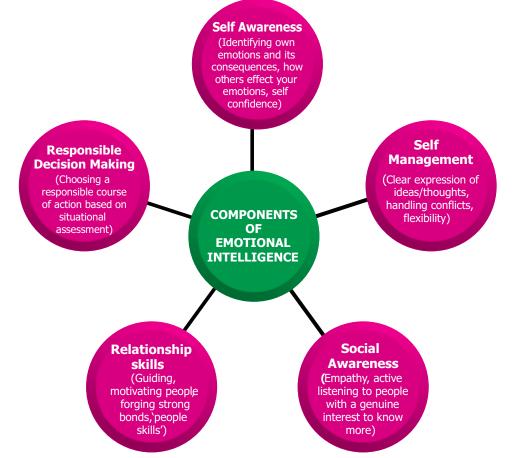
Being able to accurately label and discuss feelings at a given time helps children to express them clearly. Taking a pause and

#### 1.1 Introduction

- Intelligence
- 1.3 Opportunities to Enhance Emotional Intelligence in Children within Classroom
- 1.4 Challenging Behaviors in Children
- 1.5 Self-regulation and Coregulation as key to addressing challenging behaviors in children
  - Resolution



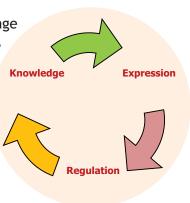
reflecting on the feeling at hand, exploring is potential causes and trying to come up with strategies to overcome or maintain the emotional state leads to an effective learning environment. Related to this is the concept of Emotional Competence (EC) which can be understood as the ability to regulate knowledge and expression of emotions for self and others. Over the years, focus has steadily been shifting to Emotional Quotient (EQ), which is a measure of emotional intelligence in an individual as represented by a score on a standardized psychological test.



Researchers generally agree upon a core set of skills when they describe emotional intelligence:

#### These competencies can broadly be categorized into 3 groups:

- 1. Knowledge: Accurate identification and labeling of diverse range of emotions, especially discrete ones like happiness, sadness, anger, fear within self and in others (empathy)
- **2. Expression:** Socially acceptable ways of communicating feelings which may be verbal (using clear words/sentences) or non-verbal (gestures/facial expressions)
- **3. Regulation:** With the enhanced understanding of and vocabulary for emotions, being able to monitor their thoughts and behavior in various social situations and relationships



#### Benefits of fostering Emotional Intelligence

Fostering Emotional intelligence in children has multiple benefits- both academically as well as socially. Research suggests that children with higher emotional intelligence have better attention spans, a stronger retention capacity (memory) and are more engaged in school they adjust as well as perform better. They show a greater degree of empathy towards others, regulate their behaviors better and so have more positive relationships obviously leading to decrease in problem behaviors. Such benefits are obvious to feed into adult life as well in both personal and professional arena.

Take for instance a child whose favorite toy has been snatched out of her hand by another playmate. If the child is able to understand and identify her own feelings of anger, distress or frustration at that moment, she may gradually learn to express herself in an effective and appropriate manner, regulate her emotional reactions better and instead of reacting impulsively, may find suitable ways to communicate her feelings to her playmate to solve problem /negotiate or ask for assistance from an adult caregiver. Emotional regulation gradually enhances itself for similar future instances as well, leading to positive social behaviors and stronger relationships.

Development of emotional intelligence is a gradual process that emerges over time and may vary from child-to-child. Key is for children to understand that it is okay to feel all emotions but all reactions are not? Hence, it is imperative to work with children consistently with abundant patience and acceptance through this journey of self discovery.

## 1.3 OPPORTUNITIES TO ENHANCE EMOTIONAL INTELLIGENCE IN CHILDREN WITHIN CLASSROOM:

Brain undergoes rapid development within the first 6 years of life and all experiences gathered during such times make up for the blueprint which a child carries into adulthood. It is utmost responsibility of teachers to make a conscious effort to go beyond traditional targets of literacy and consciously focus on expanding emotional competence among young children.

### Mentioned below are some of the ways to foster EI among children through classroom processes:

- 1. Read alouds and stories: Teachers should encourage children to engage with them on carefully selected read-aloud texts and/ stories which provide them not only with a rich vocabulary to use for expression but through assistance, being able to identify and label emotions of characters. This will enable them to understand and manage their own emotions better. (For a suggestive list of storybooks, please refer to Appendix I)
- 2. Sharing own examples/experiences: When teachers share their personal stories of managing emotional experiences, children feel encouraged to share their own challenges as well which provide a wonderful opportunity for collective brainstorming and discussion. Also, they gain a new perspective on possible ways to deal with similar situations in their own lives. Circle time, small/large group activities and meal times provide a great platform for such interactions.
- **3.** Play: Play in itself provides a platform for enhancing a multitude of developmental skills. Using pretended and collaborative play enables children to practice understanding, manage and express emotions in a variety of situations in socially appropriate ways using accurate vocabulary.

- 4. Eclectic and blended use of music: Music does wonders like no other! While soft music allows one to calm down and relax themselves from an excited/disturbed state of mind, fast music infuses with energy and lifts up spirits instantly. Teachers must try to use a healthy mix of slow and fast beats with children as the situation demands during the day. Sometimes, even something as simple as slow/fast clapping or use of small musical instruments can be used for this purpose.
- 5. Use of emotion/mood cards: Teachers must make a collection of visually appealing cue cards displaying diverse emotions for use within the class. Children may be encouraged to place their names or photographs on appropriate mood/emotion cards to enable them to identify, understand and label their emotions accurately. It is best to follow this exercise with a brief discussion on why they feel that way. This can be done as children arrive in the morning or as a designated group activity within the day.
- 6. Motivate and engage: Teachers must practice active listening and acknowledge the child's feelings in a non-judgmental manner. It encourages them to share their thoughts and allows opportunities for introspective conversations which will eventually enable them to regulate themselves better in future.

(For more ideas on activities to foster Socio-emotional development in children, please refer to Appendix II)

#### **1.4 CHALLENGING BEHAVIORS IN CHILDREN:**

Challenging behaviors in children can be understood as a pattern of behaviors which are consistent over time and may interfere with social relationships and academic learning as well as pose a threat to their own and others' safety. Children exhibit such behaviors usually when they wish to acquire or get away from something- which could be objects, people or situations. At times these could be attention seeking in nature or with a certain sense of stimulation.

Some may consider challenging behaviors in children as a normal age-related developmental process, often thinking that they will learn to know better as they grow up. This thought process may in part be accurate, since children only gradually learn to manage themselves.

However, repetitive disruptive behavioral patterns are a cause of concern and need necessary intervention. Research has shown that disruptivebehaviors are a relatively strong determinant of future academic and professional success, family, peer and social relations, as well as relationship with the judicial system. This is where inculcating strong socio-emotional skills, especially empathy and self regulation among children from childhood itself plays an important role.

Responding to challenging behaviors: Teachers/caregivers play a very important role in reducing long term effects of such behaviors in children. Essential aspects of strategies to address challenging behaviors focus on prevention of such episodes and promoting prosocial behaviors. While they work well during a challenging episode, they are best put to use as preventive practices with an intention to teach socio-emotional skills. Listed below are some important things to keep in mind:

 Interrupt and redirect: Teachers must intervene and divert the child's focus onto an alternate, more positive behavior with minimal discussion or emotion. Saying a simple "Stop!", "No!" or "Don't do that!" is not sufficient. Teachers need to provide replacement behavior also. In the case of Ambar and Neha, the appropriate social skill was to request her or to perhaps ask Ambar to exchange something with Neha for the plate. 2. Reinforce positive behaviors: Based on the challenge at hand, it is good to appreciate another child in the vicinity as he/she demonstrates pro-social behaviors, like turn-taking, sharing, helping etc. Reinforcement can be in the tangible things (like candies, stickers, etc which should ideally be used sparingly to avoid over dependence) or intangible (verbal appreciation or gestures). The child in focus will gradually learn what is expected of him to be a part of the group.

In the same way, when the child under discussion displays positive behavior, even if it is after a challenging episode, teachers must make an effort to be descriptive in their appreciation for the positive behavior and provide attention and affection to the child. Something like, "I am happy you shared your toys today. You are such a good friend!" will be helpful.

**Practice:** Teachers must focus their attention on teaching positive behaviors well before the onset of disturbing episodes, since at such times, it is rare that any coaching attempts would be appreciated or attended to by the child. Teachers need to use a wide range of activities that children engage.

- 3. In on a daily basis to discuss appropriate behaviors.
- 4. Observe, act and adapt: The responses of the teachers to children right after a difficult episode will determine its reoccurrence in the long run. The child's behavior patterns right after teachers intervention must be observed. Teachers must be open to adapt new techniques if the behavior seems to recur. There is no one size that fits all approach for this technique.
- 5. Persistence and patience: Positive behaviors need to be reinforced multiple times over and they need conscious acknowledgment much more than that towards the challenging behavior in itself. Patience and perseverance in reinforced efforts is what the child needs most.
- 6. Restructure the environment and class schedule: Children exhibiting such behaviors will have certain stimuli that add to their chaos while others take them to their happy place. Teachers must observe carefully what engages such children and they must try to add more of such stimuli in your class environment. The same needs to be considered while planning activities with children during the day. Which activity works best and at which time of the day is also important to consider while re-organizing.
- 7. Have transition between activities: Majority of times when difficult behaviors are observed, children are not productively engaged in activities of interest. Additionally, transition from one activity to another may be something that some children may find overwhelming. Softly but firmly announcing a transition well in advance and guiding children through it can reduce surfacing of such behaviors. For instance, mentioning, "Ok everyone! We have to get ready to gather in line and wash our hands for a snack. We have 5 minutes before we start winding up our toys!" this not only let's the children know the next activity to engage in but also clarifies what is expected of them in the next few minutes.
- 8. No reaction is also an action: Not all challenging behaviors need to be attended to. Sometimes behaviors are only a means to grab attention or redirect self from a disturbing stimulus. Observing from close quarters and ensuring safety during such times is essential. There is a fine line between being inattentive and selectively attentive teachers need to tread it with caution!

It is important to understand that challenging behaviors are a manifestation of an unmet physiological/emotional need, more than being a will to be disobedient. As educators, it is imperative to focus on the behavior and not the individual as a problem which needs redressal. Besides, children are still learning to follow rules, routines, develop self control, communicate effectively and attend to a variety of activities within a single day. Teachers must see their role as facilitators to socio-emotional development for children and work together as a team to achieve brilliant results.

## 1.5 SELF- REGULATION AND CO-REGULATION AS KEY TO ADDRESS CHALLENGING BEHAVIORS AMONG CHILDREN:

Humans experience a variety of emotions and learning to regulate these emotions within socially acceptable norms of behavior is of greatest significanc. This process of consciously regulating thoughts and behaviors through the troughs and crests of emotional experience is what can be termed as Self-Regulation. It can also be understood as the ability to attend to and manage emotions in a way so as to be able to complete tasks at hand productively, engage in effective problem solving through regulated behavior patterns.

Self regulation as a skill emerges only gradually in children and is influenced by their individual temperament and situations and people they come across. This is the reason for variable experiences and expression of emotions from child-to-child and the need for careful individual attention to each one of them. When children struggle with self-regulation, they face challenges in sitting still, concentrating on tasks or attentively participating in activities. They are unable to give balanced emotional reactions to situations leading to frustration on conflicts/problems, aggression, anxiety etc.

Development of self regulation among children rests to a large extent on the presence of supportive caregivers. Consider the following examples:

Meena is repeatedly trying to place a square block into a circular cut-out on the peg board. She tries multiple times without success and begins to show signs of frustration. The caregiver next to her has been quietly but attentively observing her movement. As Meena looks up to the caregiver for support, she says, "I can see you're trying really hard to fit it in. Perhaps it belongs in some other house. Why don't we try one more time to find the right house for this block?" She gently guides Meena through various shape cut-outs in the peg board encouraging her with words like, "Go on", "Try the next one". As the square block finally finds its place on the board, an elated Meena looks up at the caregiver with a triumphant smile. The caregiver appreciates her hard work saying, "You did it, Meena! Good job!"

Children are outdoors and the teacher has placed a few set of bats and balls for interested children to play with. While some prefer to explore the swings, others run towards the pile of bats and balls to grab their favorites. Since they are limited in number, Krishav and Chetna grab the same ball, leading them to jostle it out of the other's hand. The teacher calmly and quietly squats next to them for a few seconds, waiting for them to acknowledge her presence. In a composed tone and soft facial expression, she says, "I can see you both really want the ball. Would you like to come with me and find another available ball for both of you to play with? Or perhaps you would like to share the ball and play together, taking turns hitting it?" A few silent seconds later, both children agree to play together, even strategizing among themselves on how to play. As the children take their first collaborative shot with the common ball, the teacher acknowledges them by saying, "Wow! What a lovely shot! You both are great as a team!"

The above examples clearly illustrate the technique of Co-regulation as practiced by the caregivers. It can be understood as providing warm, responsive and supportive interactions to children for them to be able to understand, express and manage their thoughts, emotions and behaviors in a regulated manner. In other words, co-regulation is the supportive strategy which should be used by caregivers to enable development of self-regulation in children. It requires caregivers to pay close attention to children's cues and respond affectively and consistently with just the right amount of support for them to be able to follow a process and complete tasks or solve problem independently. Through supportive interactions with their caregivers, Meena was able to persist at the task at hand to achieve desired result digging into her cognitive skills while Krishav and Chetna learnt the importance of sharing and respecting each other's feelings which is the very root of empathy. When children's needs are acknowledged and met in this manner, children learn to trust adults in their environment and feel confident enough to seek support as needed, paving way for healthy interpersonal relationships. Additionally, they learn appropriate ways of reacting to an emotionally challenging stimulus and relevant techniques to regulate their thoughts and actions better for the future.

Caregivers can support children in a variety of ways to enable them to develop their self-regulation skills and thus, be able to take on complex and challenging situations further on.

- 1. Warm, consistent and supportive relationships: When children feel valued in a nonjudgemental way, their needs are met, their emotions and thoughts given due consideration, they begin to trust the caregivers in this environment and forge strong social bonds. They feel happy and comfortable at all times, something which is conducive to all types of learning to take place.
- 2. Safe, encouraging environment: Children need to be provided a learning platform which is free from physical as well as emotional threats (like yelling, talking down etc) for them to be able to confidently explore their surroundings and centre their attention on their own development.
- 3. Providing clear goals and boundaries: It works best when children are made partners in defining rules governing individual as well as group behaviors. Setting clear behavior expectations and consequences of negative behaviors with a chance to discuss the reasons behind each of them helps children regulate themselves better. Bright, child-friendly display of such expectations (drawings, rule cards etc) should be prepared for children to refer to every day.
- 4. Re-framing negative interactions: Consider another typical classroom situation where two children jostle for the same preferred seating spot. One of them was already seated as the other one tried to push her off the chair. The child slips off and begins to cry. During a calming down talk, telling the distressed child, "Perhaps she is having a bad day. No wonder she reacted this way. Would you like to ask her why she did it and how you felt?" takes away the focus from the negative feelings to enable the child to step away for a moment and consider possible causes behind the act and express herself accordingly.
- 5. Modeling self-regulation: Teachers must practice what they preach. They must walk the talk. because children are constantly observing adults in their surroundings. Caregivers must model the right behavior pattern for children to learn from.
- 6. Providing opportunities for practice: Group activities and free play hold immense potential for learning social skills. Challenging and conflicting situations can be wonderful coaching opportunities for children to practice self-regulation under the guidance of caretakers.

#### **CONFLICT RESOLUTION** 1.6

Conflicts and disagreements on varied subjects form the basis of our everyday interactions. It may become more pronounced for young children since their mechanisms of understanding and responding to them are somewhat limited. Majority of conflicts within a preschool classroom would revolve around acquisition of favored objects/play material. When caregivers provide children with required skills for conflict resolution, they enable children to take the situation in their own hand, generate plausible solutions and regulate it before it spins out of control, thereby setting the stage for fostering healthy relationships in future.

There are multiple strategies that can be called upon when coaching children on conflict resolution:

- **1.** Modeling empathy and a calm approach to problems: When a conflict arises, being quick to act but remaining calm and composed is of great value. Using a soft tone of voice and facial expressions, being at the eye-level and maintaining eye contact while addressing their immediate needs makes children feel validated.
- 2. Assist children in verbalizing their thoughts and feelings: Use of appropriate words to describe their emotions needs to be taught to children constantly. Suggestive sentences like "You seem upset. Are you feeling sad?" or "I see you brought your favorite teddy along today. You seem really excited for him to meet everyone!" help in practicing talking about feelings and thus is a great help for children to remember the process. Encourage them to use "I feel" statements- "I



feel sad when mummy leaves me at school." Or "I feel hurt when Raghav hits me."

- 3. Listen to both sides of the story: Give a chance to all the children involved to share their concerns and opinions. Teachers must encourage sharing of details and ask inquisitive questions for children to recall and verbalize. It is important that teachers remain nonjudgemental and be an active listener throughout.
- 4. Children as problem solvers: Instead of handing over solutions to them, children must be encouraged to generate multiple possibilities of a way out. They must be supported to listen to each other and take perspectives.
- 5. Problem solving and sharing are a part of the curriculum: Like any other activity, conflict resolution can only develop when it is targeted regularly through daily classroom practices. Circle time, free play, organized activities, role plays, storytelling- all have the potential for enabling students to practicing these skills.
- 6. Children as decision makers: As children are encouraged to listen to each other during a situation of conflicting opinions, they should be assisted to understand pros and cons of all the options available and to come to an amicable way forward.



Conflict resolution does not mean that a classroom would be free of any dissent or that children will exist together amicably always. There will continue to be disagreements, fights, struggles and emotional reactions to events. Children will still need adult support and guidance to solve problem. However, children will gradually develop skills to understand their own as well as others' emotions and perspectives towards a particular behavior and express themselves better.

Situations and events are forever changing in a person's life; sometimes multiple times over within a day too. Every big and small adversity brings with it a set of emotional experiences. While some people may be able to take them rselves through it, others may struggle and need help to do so. This condition is more profound for young children who are still learning to understand and express themselves. The biggest change in the lives of children across ages has been that of having to stay away from schools, their teachers and peers and remain confined to the four walls of their homes and family during the Covid-19 pandemic. Emotions run wild and children as well as their parents may have an increasingly difficult time adjusting to the new normal. The role of a responsive and responsible early childhood practitioners definitely goes beyond just curriculum transaction. They must gear themselves to enable children to effectively cope with their feelings ensuring they are happy learners all the way.

What teachers model in front of children is what becomes the absolute truth for them. An angry outburst to an episode of infighting among children may give children one message while a calm reaction with a genuine intent to solve problem, may provide a whole new dimension of understanding. As a result, it is of utmost importance for teachers to be aware and in control of the own emotions at all times.

#### CHAPTER 3: ROLE OF PARENTS, FAMILY AND COMMUNITY

#### LearningOutcomes:

#### After reading this chapter students will be able to:

- 1. Explore the role of various stakeholders in the development of children
- 2. Analyze ways to encourage participation of family within the school system
- 3. Examine the role of and ways to engage the community

#### 3.1 INTRODUCTION

Much before the child steps into a formal school/care setup, the very first set of people a child comes across after birth is his parents and family. From feeding to cleaning, singing and dancing, playing, comforting when in distress, putting to sleep and simply smiling with, there are so many other big and small ways that caregivers at home engage with the child. Family structures may vary from single families to nuclear, joint or extended- their influences varying every time. In fact, multiple researches over time have well established the role of nurturing caregivers in healthy development of children even when they are still in the mother's womb. Maternal physical-mental health as well as experiences (both positive/negative) during pregnancy shape to a large extent the child's growth and at the same time design a blueprint of his/her unique personality map. The guality and guantity of positively engaging experiences for children have known to aid not only in ensuring a healthy developmental trajectory but also feed into their future relationships and success at the academic as well as professional front. This discussion has been elucidated multiple times during the course of the study of previous chapters.

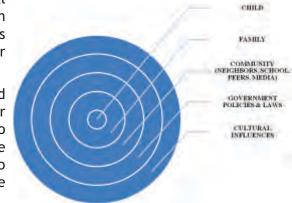
#### 3.1 Introduction

- 3.2 Parents and family as partners in development of children
- 3.3 Home-School connect for optimal development in children
- 3.4 Community Engagement in development of children

Immediately outside familial structures, are the varied aspects of the larger community that play their own part. The community consists of immediate neighborhood, facilities available or lacking thereof, composition of residents and their own ways of life and the general social environment of the place. The community would also consist of our school/care systems for children and would naturally include all the caregivers within the setup, most predominant of them being the teachers with whom a student/child spends a large portion of his/her day. It is but

natural that their words, actions and in general experiences offered through interacting with them do have a profound impact on the child. Peer groups within the neighborhood or at school also add their unique flavor to the child's individual experiences.

Of course laws governing the land of residence and cultural influences cannot be discounted. For instance, in India, we have a cultural tendency to indulge and cuddle children, even complete strangers and unless it trespasses safety bounds, no parent seems to mind it. However, consider doing the



same in USA and you would possibly be tried for abusing a child. While these are stark examples, within the same country, variations can be seen from region to region. Patriarchal families dominate the majority of northern Indian household structures and dynamics while some North-Eastern and Southern regions operate on the matriarchal systems. One can keep looking further and within the same region too there would be hundreds of variations- food, dress, caste/class, religion, sex, birth order, economic condition, occupation- the mind boggles! Especially in a diverse country like ours, permutations and combinations are endless. Content offered by media also has its share in diversifying or narrowing experiences for children while growing up- what we see, hear and read over and over again gets committed to not only our memories but tends to determine our preferences and opinions too which naturally feed into our actions.

A simplified version of this discussion has been represented through the diagram above. Teachers can learn in-depth about this approach by reading more about Urie Bronfrenbrenner's Ecological Model of child development, a Russian-American psychologist. In this chapter the role of parent family, and community in the growth of children will be analyzed in detail.

#### 3.2 PARENTS AND FAMILY AS PARTNERS IN DEVELOPMENT OF CHILDREN

While provision of food, clothing and shelter are certainly key to survival, role of nurturing

parents goes above and beyond. Development of various domains in children begins very early on in life. It is largely dependent on the kind of exchanges that they may have with their parents, family and other caregivers in their immediate environment. Parents and family encourage learning in children in two major ways; one is through conscious teaching while another and major way is through imitation of all that the child observes in his or her surroundings. While the first relates to more formal ways of instruction, latter is informal, observational and unconsciously committed to memory.

The foundation of all domains of development begin from the time the child enters a family setup. Physical health, values & belief systems, words, behaviors, emotional expression, body language, conceptual learning- all are a major reflection of the child's familial socialization process. A child having enjoyed a safe and secure attachment with the primary caregiver is trusting and confident enough to learn through exploring his/her surroundings which lays the ground for all future learning. A close look at any child in vicinity speaks volumes of the kind of environment and upbringing experienced by the child. When a child is noticed putting a doll to sleep, carefully covering her with a

#### FAMILIAL INFLUENCES ON CHILD

- Family structure
   Parenting & Communication styles
- Attachment
- Socio-economic status & resources available
- Education
- Family routines
- Family conflict & stress (parentchild/interpersonal)
- Family rituals & values
- Health (physical/mental) concerns within family
- Personal temperament of members
- Occupation & work schedules
- Maternal age & employment status
- Marital discord
- Divorce/separation
- Siblings
- Parental support & behavior control
- Parental attitudes to child care, work & home

sheet and kissing her forehead is a good indicator of how the child is treated at home. In another instance, for one child it may be okay to leave food on the plate if not in the mood to eat, while for

another food always gets finished even at the risk of throwing up. Families come in all cultures sizes and can differ with each other on various parameters which impact the growing child- some of which have been mentioned in the inset above.

- Stimulatory experiences at home
- Violence
- Geographical & Cultural variations

However, it can be safely said that affirmative, affectionate, respectful and responsive parenting with a conducive learning environment are a must for the child to realize his/her optimal potential at every stage and age. Parents and family being the child's first and lifelong teachers, necessitates their presence and collaboration with the school setup in taking forward a robust and holistic structure to growth of a child.

#### 3.3 HOME-SCHOOL CONNECT FOR OPTIMAL DEVELOPMENT IN CHILDREN

Studies have shown that when there is a partnership between teachers and parents, children perform better both academically and socially. They demonstrate better grades, prosocial behaviour and greater ability to adapt and respect others. Parent-teacher partnerships are most effective with involvement of the three Cs- Communication, Consistency and Collaboration.

At the time of dispersal of children, Ms Anjali ensures that she personally handsover every child to the parent and shares important details about the day with them. This practice has gradually helped her to build a strong rapport with almost all parents. She is more informed and aware of every child's temperament and how each of them interacts with their parents and vice-versa. Being available at all times and using every opportunity to connect with parents, there are other strategies which early childhood teachers can adopt to bridge the gap between school and home. Let's discuss them briefly.



Meetings with parents: Like Ms Anjali's informal meeting with parents at the time of dispersal, more planned interactions should be organized where parents and teachers come together to discuss the development of children. Parents must be made comfortable and encouraged to share about their routines at home, child's interests, temperament and strategies which they use while being with their child. There is no one way to deal with every child and each parent develops their tactics based on the family value system and parenting style. Similarly, the teacher too should share her own set of classroom management practices as well as the kind of activities which get done with children. Mutual communication of these strategies is crucial for building a natural home-school connect, as well as promote health and social well-being in children.

Establish effective communication with parents: In addition to conversations at the time of arrival and departure of children, there are many other opportunities for interaction between

teachers and parents which need to be given conscious effort to. Teachers should provide accurate and complete information to parents, be open to their inputs and support parents in understanding the growth and development of their child. This two-way communication will contribute to the child's optimum development. To establish and maintain communication, the teacher can:

- Use tools like a phone call, newsletter, portfolios, emails, WhatsApp, PTMs
- Invite parents to participate in classroom activities
- Plan home visits and excursion with parents invited as a support
- Organize monthly parent-teacher's meeting
- Talk in everyday language to provide comforting ethos to parents
- Organize social events like Bal Mela, festival celebrations, family day and so on.
- Understanding family' perspective and values: To maximize cohesion in the classroom, teachers must understand the perspective of families. The values practiced in a Muslim family may differ from that in a Jain household; the language style of a Haryanvi family will differ from that of a Bengali, and parenting style of North-eastern parent may differ from that of a North-Indian parent. All these diversities have a bearing on the social and emotional wellbeing of children. To ensure inclusion in true sense, a teacher must be aware of such diverse perspectives and incorporate them into classroom discussions and practices.
- Encourage parents to model positive behavior: How your child responds to a situation is likely to be the same as you do. As we mentioned above, majority of social and emotional skills

are picked up by children through imitation. Adults, thus, need to be conscious of their actions and responses to stimuli when children are around. As a teacher, one should strive to be warm, sensitive, responsive and in general a positive role-model and encourage parents to be the same. Such attitudes foster strong bonds between the child and his/her caregivers and enable the child to have a consistent, healthy learning atmosphere both at home and the school.

Read stories: Reading and discussing children's storybooks is a great way to engage children to talk about his/her

#### Children's literature

According to Bishop (1992), Mirror books are those which reflect child's own culture thus reinforcing the self-concept of the child.

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Window books introduce the child to a new culture and experiences thus reinforcing acceptance and respect for other cultural customs and values.

Source Multicultural literature for children: Making informed choices. R.S Bishop (1992)

family and social life. Identifying and relating to the emotions of the character provides a stimulating experience to children. The teacher should select storybooks which reflect familiar family and cultural values for children' mirror books and some books which introduce them to a new culture (window books).

Document and display special family occasions: Children and parents love to see their displays in the school setting. Such display of family photographs or paintings depicting various cultures strengthens home-school connection for children as well as families. They see school as an extension of home culture and feel valued. Teachers and schools should work on systems and processes to welcome families in the school.

#### 1.4 COMMUNITY ENGAGEMENT IN DEVELOPMENT OF CHILDREN

Community participation is unequivocally important in the optimum development of the child. As the child grows, he/she should be introduced to the wider world to develop a sense of belongingness and also see he/she own family as a part of it. In addition to widening the horizon of a child by bringing in community resources, teachers can seek the support of community members in day-to-day functioning of the centre and school. A community may include a child's extended family members, neighbors, teachers, peers/colleagues and their families. These people may be invited to the classroom on special occasions or provide support in special events like Bal Mela, excursions or conduct activity of their talent. Additionally, local community members in positions of power may be invited as guests during event celebrations, especially like International Day of Persons with Disabilities in order to increase awareness and generate support towards important issues. Further, their involvement as members on various school committees can ensure their active and continued support to the cause of children.

For example, Mr. Biswajeet is a musician and makes monthly visits to his nephew's (Kostub) school to conduct special musical activities with young children. Kostub's friends eagerly await his uncle's visit and praise him a lot. This involvement of Mr. Biswajeet has developed Kostub's self-concept and pride in the talent of his uncle. At the same time, his uncle has become a valuable resource to the school, which has enabled him to become an active stakeholder in not only Kostub's but in every child's optimal development.

Teachers and parents constitute a core part of the larger community which impacts the child. Efforts should be maximized in order to build a healthy relationship with the community and make them understand their crucial role in the child's health and overall wellbeing.

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#### S.NO TITLE AUTHOR(S) CENTRAL THEME PUBLICATION **INDIAN BOOKS** Madhuri Purandare 1 Aunty Jui's Baby Value of accepting Pratham Books others and sharing 2 Payal Dhar and A Helping Hand Talks about Pratham Books Vartika Sharma accepting others and friendship Angry Akku Discusses feelings of Vinayak Varma Pratham Books 3 anger and how to manage it Chatura Rao and Gone Tulika Publishers Explores feelings and 4 Krishna Bala Shenoi Grandmother emotions Sowmya Rajendran Aana And Chena Explores feelings and Tulika Publishers 5 and Renuka Rajiv emotions Anupa Lal and 6 Under My Bed Explores feelings and Pratham Books Suvidha Mistry emotions Sujatha Explores feelings and Pratham Books Chuskit Goes To 7 Padmanabhan and emotions School Madhuvanti Ananthrajan Sowmya Rajendran Pratham Books Kalpana's Cycle Importance of 8 and Kabini Amin perseverance even after repeated failures Niveditha A quirky story about Tulika Publishers 9 Soda And Bonda unlikely friends Subramaniam Inclusion and Sheila Dhar Tulika Publishers Little Fingers 10 strength in diversity Perseverance and Sowmya Sowmya Rajendran Wings To Fly 11 undying spirit amidst Rajendran hardships Franz Hubner 12 **Moaning Morris** Talks about how Katha accepting others is easier than we think Katha Talks about Edited by Geeta My Big Book Of 13 understanding and Kindness Dharmrajan practicing kindness

#### STORYBOOKS TO ENCOURAGE SOCIO-EMOTIONAL DEVELOPMENT IN CHILDREN

14	How I Feel	Varsha Seshan	Explores feelings and	Pratham books		
14	now i reet		Explores feelings and emotions	Pratnam dooks		
15	What Makes Me ME	Poorva Agarwal	Strengthening self concept	Tulika Publishers		
OTHER TITLES FROM AROUND THE WORLD						
1	Last Stop On Market Street	Matt De La Pena	The book follows a boy and his grandmother as they witness beauty, kindness and joy on the bus.	G.P. Putnam's Sons Books for Young Readers;		
2	Those Shoes	Maribeth Boelts	A story of generosity and selflessness amidst of peer pressure.	Candlewick		
3	You, Me And Empathy	Jayneen Sanders	Enables children learn about empathy and understanding others	Educate2 Empower Publishing		
4	Most People	Michael Leanneh	Reinforces goodness in the world even amidst negative events	Tilbury House Publishers		
5	The Invisible Boy	Trudy Ludwig	Illustrates the power of friendship and inclusion	Knopf Books for Young Readers		
6	Come With Me	Holly. M. McGhee	A little girl's mission of making the world a better place	G.P. Putnam's Sons Books for Young Readers		
7	All Are Welcome	Alexandra Penfold and Suzanne Kaufman	Talks about cultural diversity and living in solidarity	Knopf Books for Young Readers		
8	Little Blue Truck	Alice Schertle	Talks about improbable friendships and importance of helping each other	HMH Books for Young Readers		
9	Be Kind	Pat Zietlow Miller	Talks about beauty of practicing empathy and compassion	Roaring Brook Press		

# 

10	Save Me A Seat	Geeta Varadarajan	Story about finding similarities among diversities and forging strong friendships	Scholastic Press
11	Empathy Is My Superpower!	Bryan Smith	Talks about self awareness and empathy	Boys Town Pr
12	One	Kathryn Otoshi	Uses colors as mediums to talk about empathy, bullying, feelings etc.	KO Kids Books
13	I Am Enough	Grace Byers	Talks about accepting self and others as they are	Balzer and Bray
14	Have You Filled A Bucket Today?	Carol McCloud	Illustrates practicing kindness and love and how it adds to our own happiness	Bucket Fillosophy
15	The Feelings Book	Todd Parr	Illustrates the wide range of emotions we go through	LB Kids

#### **APPENDIX II**

#### SUGGESTIVE ACTIVITIES TO ENHANCE SOCIO-EMOTIONAL DEVELOPMENT IN CHILDREN

When children feel overwhelmed at handling emotions, try calming down Yoga poses for children.. It is best if such an exercise is built into a general routine for children so that managing themselves comes naturally to them in challenging situations. For some basic yoga poses and associated posters, visit: https://childhood101.com/yoga-for-kids/; https://gozen.com/8-yoga-poses-for-stress-relief-for-kids/;

https://www.teacherspayteachers.com/Product/Printable-Yoga-Cards-with-Yoga-Poses-for-Kids-with-Bonus-Digital-Yoga-Cards-

2727675?utm\_source=SEW%20Blog&utm\_campaign=Yoga%20in%20Schools

Prepare/print a large poster depicting pictures/emojis of various feelings and place it next to the entrance of your classroom at the child's level. As a daily practice, get children to mark their mood/feeling on arrival and/ multiple times during the day. Talk about why they feel the way they do and what can they do to feel otherwise. Children begin to pay attention to their emotional states and gradually learn coping mechanisms.

It is good to prepare a calm-down corner within the classroom with items like a cushion, mattress, soft duppattas/blankets, soft toys, squeeze balls, play dough/putty, books etc. and encourage use of it by children when they need to step away from a disturbing feeling. Initially you may have to direct them here but as their self awareness levels increase, they will gradually begin to use it on their own. Appreciate them when they do so!

Here's a twist to the game of spin-the-bottle! Get children to sit in a close circle. Keep an empty bottle in the centre and spin it. As it stops, its mouth and base shall be pointing at two children sitting across each other. Ask both of them to take turns to say one good thing about each other. It could start from simple compliments like "I like your shoes." and with practice get children to focus on personality/behavior traits in each other. Take turns till all the children have had a chance to respond.

On index cards, draw pictures/use emojis of varied expressions and place them in a box with a hole in the lid big enough to slip a child's hand in. One by one, ask every child to close their eyes and dip into the box to pick one card. Encourage the child to copy that same expression as on the card. Now let the child attempt to label the emotion. Assist as needed. Once the child labels it accurately, discuss briefly when you yourself felt that way. Now encourage the child to share when s/he felt a similar way. Build up the discussions to generate alternate possible behaviors/ coping mechanisms.

#### UNIT -4

- 1. Which of the following actions by an early childhood teacher would likely be most effective in fostering the moral development of young children?
  - a. involving the children in creating specific behavior rules for each area of the school and classroom
  - b. helping the children understand how their actions may affect others and consistently modeling caring and equity
  - c. establishing a set of clear behavior rules at the beginning of the year and applying consequences without exception
  - d. awarding a prize each Friday to the child who has been most cooperative during the course of the week
- Ans. (b)

#### Outcomes : Deciphering methods to analyse the development of human values in children

- 2. A second-grade teacher wants to promote students' involvement in self-assessment and goal setting. The teacher's best strategy for achieving this objective would be to help each student:
  - a. routinely compare his or her scores on pretests and posttests.
  - b. maintain an ongoing portfolio/data collection that reflects his or her progress over time.
  - c. periodically compare his or her performance with that of classmates.
  - d. write a summary of his or her accomplishments at the end of each grading period.
- Ans. (b)

#### Outcome - Evolve strategies to assess foster learning in children in their social context -30% Outcome - Assess the growth of children through self -development and peer learning - 70%

- 3. A four-year-old child has difficulty sharing toys, taking turns, and initiating play during center time. Which of the following observational assessment tools would likely be the preschool teacher's best choice for collecting data on how often the child demonstrates the targeted behaviors?
  - a. event sampling
  - b. skills checklist
  - c. rating scale
  - d. running record

Ans. (a)

Outcome - Examine the behaviour of children amidst their family and friends - 40%

Outcome - Assess the factors influencing the development of empathy and respect in children - 60%

- - 4. In which of the following scenarios is an early childhood teacher acting primarily in his or her role as an advocate for children and families in the program?
    - a. A preschool teacher collaborates with an agency in the community to organize a series of health and wellness events.
    - b. A first-grade teacher participates in a workshop about incorporating the arts into the early childhood curriculum.
    - c. A second-grade teacher regularly reads professional journals to stay informed about developments in the field.
    - d. A third-grade teacher maintains a folder for every student to track individuals' development in each of the major domains.

Ans. (a)

Outcome - Evolve strategies to develop social skills in children including empathy and respect - 30%

Outcome - Design strategies to develop emotional skills and manage emotions in children - 70%

- 5. How a "Teacher" should behave with the students?
  - a. Friend Like
  - b. Father Like
  - c. Elder Like
  - d. General
- Ans. (a)

#### Outcome - Evolve techniques to foster social and emotional development in children

- 6. Theory of multiple intelligence implies the following except
  - a. intelligence is a distinct set of processing operations used by an individual to solve problems.
  - b. disciplines should be presented in a number of ways
  - c. learning could be assessed through a variety of means
  - d. emotional intelligence is not related to IQ
- Ans. (d)

#### Outcome - Evolve techniques to assess and foster cognitive development in children

- 7. What is the unit of Heredity?
  - a. Gene b. Chromosome
  - c. Zygote d. fertilized cell

Ans. (a)

Outcome - Decipher the role and impact of family in shaping the personality of a child

# Unit 5

Creating Conducive Learning Environment

-earning Objectives

- Chapter 1 Arranging space for learning
- Chapter 2 : Designing Safe Environment
- Chapter 3 : A Day at a Pre-school

By the end of this chapter students will able to:

- Understand emotions and feelings of young children
- Knowing effective ways to foster healthy social and emotional well-being among children
- Explore the role of parents/family and community member in their development



#### Chapter 1 - Arranging space for learning

#### LearningOutcomes:

After reading this chapter students will be able to:

- 1. Create an amiable environment which fosters smooth learning process
- 2. Design learning centers which can allow children to learn at their own pace
- 3. Manage learning equipment in the given space in an efficient manner
- 4. Articulate a classroom ambience which enables effective learning in children

#### 1.1 Learning environments

Learning environment refers to the different physical locations and cultures in which students learn. Learning environment influences students learning in both direct as well as indirect manner.

Decisions about how the classroom or physical environment is arranged will depend on the values and goals of the teacher.

Depending on the teacher's aims and objectives, the classroom arrangements and placement of instructional materials and play equipment will differ. However, certain essential features need to be included in each classroom (Hand & Nourot, 1999). For example, if teacher's belief is that children understand concept through participating in a broad range of activities such as read-aloud and group reading. Then teachers will make sure that their classrooms have 1.1 Learning environments 

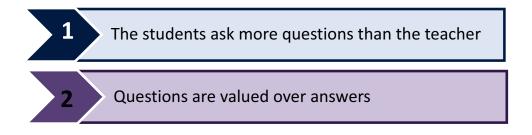
- 1.2 Learning centers
- 1.3 Materials and Equipment for Early Childhood Classroom
- 1.4 Setting up the classroom

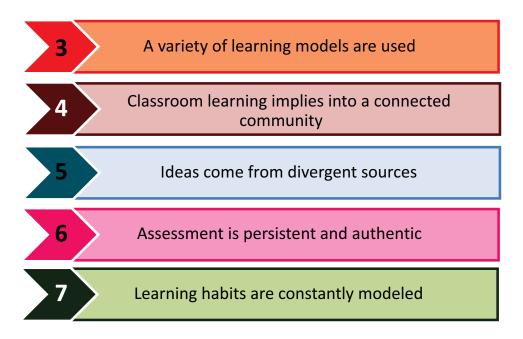
a comfortable library/reading area so that the children can access many learning materials without asking for them, and they even have table space for reading and writing silently.

Learning environments differ from classroom to classroom and context to context. There are generally four types of learning environments, each with unique elements. Learning environments can be:

- Learner-centered
- Knowledge-centered
- Assessment-centered
- Community-centered

Characteristics of a highly effective learning Environment





#### 1.2 Learning centers

Learning center is selected area within the classroom that provides students with stimulating and exciting experiences to practice, enrich, and enhance their learning. These types of centers are filled with art materials, books, and other instructional tools.

Learning centers are the system that is used to arrange a classroom or organize materials in a classroom and also known as learning areas. The term learning center has been judged by many because it is generally believed that learning takes place only in these specific centers (Brewer, 2004).

Learning is an ongoing process, it occurs every day and everywhere, whether it is inside or outside the classroom. Therefore, for purposes of clarifying the term, a learning center is defined as a specific location where instructional materials are placed and organized in a classroom.

Some of the learning areas that are most common and that you will see in the early childhood classroom are art, library/listening/writing activities, blocks, dramatic play, science/discovery activities, and manipulative/mathematics/games. Keep in mind that these areas need to consider the children's ages, interests, and abilities, and thus need to change accordingly.

#### 1.3 Materials and Equipment for Early Childhood Classrooms

Play materials in the classroom are most important for holistic developmental perspectives such as cognitive, social/emotional, physical, and language. Teachers should be aware about age-appropriate play material, equipment's and furniture for the classroom.

Preparing the Physical Space for Play

For preparing the physical environment for play, we should consider these questions:

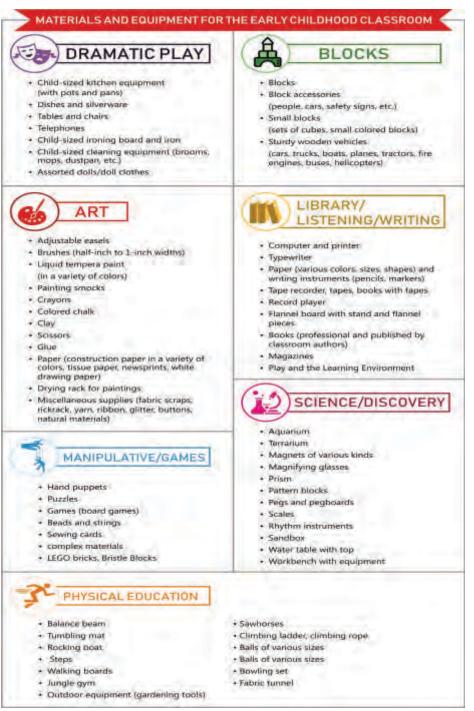
- a) How is the space arranged, both indoors and outdoors?
- b) Are there clearly marked areas in which children may find the housekeeping, reading, and block materials?



#### c) Is there enough space between the areas to walk around?

These features of a classroom will foster children's freedom to select their own activities, which in turn develops the complexity of their play as well as encourages ongoing play. Size is also very important for the required & appropriate arrangement for the classes.

Research on children's play environments indicates an ideal size for indoor environments should be between 30 and 50 square feet of usable space per child. Spaces with less than





25 square feet per child generally lead to increase in aggression and decrease attention span of children (Smith & Connolly, 1980). Crowded physical spaces promote more directive teaching and decrease the opportunities for social interaction. For better room arrangements, you should consider both the spaces arranged for children's play and the surrounding space (the area is needed for people to move). It is believed that space generally shapes the flow of play and communication in the classroom or outdoor (Kritchevsky, Prescott, & Walling, 1977; Loughling & Suina, 1982).

#### 1.4 Setting up the classroom

The first thing we notice when walking into a classroom - is how it looks and how it is set up

Poor arrangement and setting up of classroom lays negative impact on children and even hinders the classroom teaching whereas proper arrangement provides better learning and more opportunities to children. Therefore, when setting up the classroom, we should consider the following suggestions:

#### 1. CLASSROOM SEATING:-

First and fore most the classroom physical setting should be made comfortable for every student. So, there are different ways we can sep up our classroom and they are as follows:-





The traditional setup normally consists of rows of fixed seating. Students face the teacher with their backs to one another. This classroom seating arrangement is historically common in schools and colleges, minimizing student-student communication. The highest communication interactions between teachers and students typically occurs with students in the first row or along the middle of the classroom. Students in back rows are more likely to be less involved.

#### Advantages

- Traditional classroom layout is very effective for using projectors, slides and a chalkboard.
- The arrangement is suitable for teacher centered classes
- It encourages focus on the educator and content
- It is easy to implement with large classes.

#### Disadvantages

- Teacher is not able to pay attention to students sitting at the back rows.
- Students sitting in the last rows can easily get distracted, lose focus and converse with others.
- Students can easily become disconnected during the lesson.
- This arrangement is not useful for classes designed for interactional classroom and not easy for the instructor to observe students in the mid and back rows.

#### b. U-Shaped seating

U-Shaped layout is a better option for smaller classes that want more interaction between the student and educator. A U-Shaped seating arrangement encourages discussion and makes it easy for the teacher to observe students and provide one on one help.

# Teaching Space

#### **Advantages**

- Easy to pay attention to everyone
- Best for role playing/ physical activities and presentations
- Unity is created by arranging all the tables together.
- Openness gives trainees a sense of freedom and encourages participation. Best set up to view audio visual presentations.
- More space for role-playing and other physical activities.

#### Disadvantages

- Requires more space than any other arrangement.
- Due to space and learning material, the maximum number of participants should not exceed 24.
- Limited spacing for entry and exit
- c. Circle Arrangements

In this type of seating arrangement desks or chairs are arranged in a circle or half circle to encourage all students to participate. Everyone sits in the front row. It also allows the teacher to see everyone from an equal distance and communicate easier with students.

#### Advantages

- Teacher pays equal attention to everyone in the group.
- There should not be a table in the middle for the unobstructed and direct communication between the teacher and the learners.



• Creates equality among the group, with no one at a "leader" position.

#### Disadvantages

- Some people feel uncomfortable or shy in this type of seating arrangement.
- This type of arrangement is good for small group's setup only.
- Not favorable for visual aids or presentations

#### 2. LIGHTING

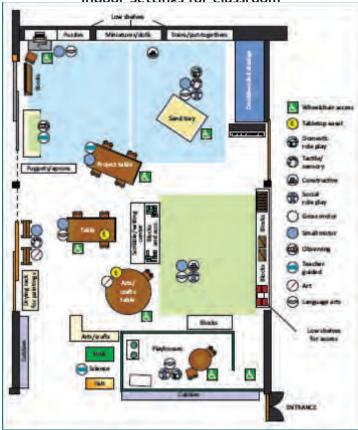
The lighting facilities in the classroom should be maintained properly. Try to have as much natural light in the classroom as possible. Natural light enhances task performance and improves the appearance of an area.

#### 3. EASY ACCESS TO SINKS AND OTHER SPECIALIZED CLASSROOM EQUIPMENTS

In an inclusive classroom or in any other classroom the things necessary for the children during their class hours should be at a place where they are able to reach to their things easily without any disturbance in the classroom activities.

# 4. CLASSROOM CLUTTER SUCH AS GAMES, BAGS, TOYS, SPORTING SHOULD BE IN PROPER SHELF:-

In a classroom there would be things such as bags, toys, indoor games, sporting equipment's etc. so these things should be kept in a proper shelf or proper place so that there is no classroom clutter or other issues in the classroom and the things are easily accessible for the children.



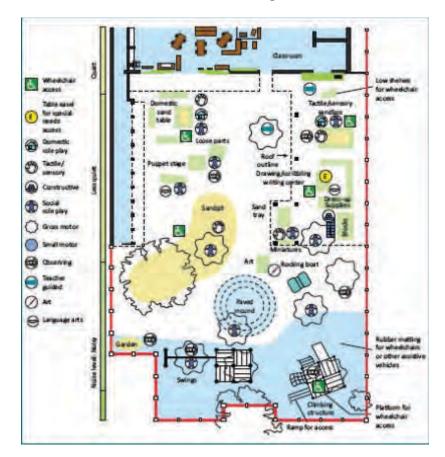
#### Indoor Settings for classroom

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#### 5. KEEP NOISY AND QUIET AREAS SEPARATE

Noisy areas such as music room or dramatic play area should be located at one end of the room, opposite to the noiseless/quiet area. Through this type arrangement we can conduct each activity in a comfortable location.



Outdoor Settings

#### **Chapter 2 - DESIGNING SAFE ENVIRONMENT**

#### LearningOutcomes:

#### After reading this chapter students will be able to:

- 1. Create a safe ambience for children ensuring their mental and physical safety all the time
- 2. Design rules and SOPs in school to ensure the premises in sanitized and clean
- 3. Evolve strategies to train children to deal with emergencies without creating panic and emotional trauma

#### 2.1 Introduction

All early years' settings have the responsibility to keep children safe. Adults in that setting need to take all necessary precautions since parents entrust their children to them. The School safety plan should include building level emergency preparedness and response plan. The setting layout, equipment, materials, toys and all other materials in the setting need to be safe. It is also the role of all adults in the setting to supervise and monitor children. They should inspect all aspects of the environment, identify any concerns at the same time and find prompt solutions to ensure a secure environment. The adults in the setting can engage in these 'good practices' when they are trained and have the knowledge to implement such practices. They should be aware of the settings' safety policies to ensure that children are healthy and safe. It is often encouraged to have large open spaces that are free of obstacles so that children can move around freely, minimizing the risk of injury and harm.

#### 2.2 Safety Factors

We will discuss below some safety precautions that need to be adhered to in order to ensure a safe environment for children:

- General Safety
- Child-friendly functional toilets, separate for boys and girls should be available.
- Classrooms should have adequate space for movement.
- Play space should ensure safety of children, that is, prevent children from running out and getting injured.
- There should be mesh in all the windows to prevent mosquitoes coming in.
- A first-aid kit should be always available in the premises.
- Check for expiry on all the items in the first aid box.
- Check whether the child is allergic before using any item from the first-aid box.

#### 2.1 Introduction

- 2.2 Safety Factors
- General Safety
- Emergency
   Numbers
- Response to COVID 19
- Safety during Recess
- > CCTV
- 2.3 Body Safety and POCSO ACT
- 2.4 Safety Measures: Electrical Safety
- Furniture
   Safety
- Safety while going on fieldtrips

Safety while using outdoor play area

- Precautions to be taken during monsoon
- Precautions to be taken during power cut/failure
- Precautions to be taken in the bus service
- 2.5 Safety during Earthquakes Evacuation Drills

- All washing powders and other toxic liquids, powders and substances are to be kept away from children.
- Such materials should be stored in the bathroom and not in the classroom or where biscuits and similar food is kept.
- No spraying of pesticides to be done when children are around.
- Pest control to be done only in the winter or summer holidays, not over weekends.
- In case of an emergency, if pest control has to be done over the weekend, then it should be done on a Saturday and rooms to be aired on Sunday before children come on Monday.
- Children should not be kept in the class in case of power cut or electric tripping.
- No sharp objects to be kept within reach of children.
- Only child-safe scissors; to be kept all scissors to be blunt and rounded.
- No small or swallowable objects to be kept lying around in the premises.
- Flooring should not be slippery.
- Check regularly and clean all water patches so that children do not slip.
- Absolutely no smoking in the school premises by either visitors or staff.
- Every room should have a fire extinguisher.
- Agarbattis, matches, diyas and candles are not to be used without taking proper precautions.
- Water in the splash pool to be changed once in two days.
- No leaves or insects to be found floating in the water.
- Sand play area is to be covered. Check for sharp objects, leaves, dead insects etc. in the sand and remove that immediately.
- Sand to be changed once a year.
- No cooking range, gas etc. are to be kept in the classroom unattended by the staff.
- Pantry should be out of bounds of the children.
- Check that no gas leakage is taking place from the cooking range.
- No hot beverages to be kept within reach of children.
- Refrigerators to be locked. No keys should be hanging from it.
- Check all bathrooms and classes to see if there is any child left inside before closing for the day.
- No matchboxes or lighters to be lying within reach of children.
- No insect or other pesticide to remain lying on the floor or on the wall within easy reach of children-like cockroach balls or lines.
- No air freshners to be lying within reach of children.
- All camphor and phenyl balls to be kept safely out of reach of children.

• No storing or piling more than two tables or chairs or benches on top of each other as they may topple and hurt children.

Beads and other such activities having small swallowable objects to be given only under adult supervision.

- Children's family doctors' numbers to be available on the premises to be contacted in case of emergency.
- Mop the classroom with a nice smelling floor cleaner that sterilizes as well.
- All mops to be cleaned and sterilized everyday.
- All toys to be washed and sterilized with a mild and sweet-smelling detergent once in six months.
- No board pins to be kept within reach of children. Also look for fallen pins as they will hurt children.
- Store all staplers, rulers, scissors and other objects safely and these should not be within reach of children.
- All material used for art, craft etc. like crayons, felt pens, play dough, stamp pads, paints, gum, glue, etc. should be non-toxic and child safe.
- Avoid having battery operated toys. If available, then do not give them to children to use.
- Allergic chart of children must be placed in each of the classroom to avoid having any mishap.
- The first aid should contain Dettol, Cotton Polls, Thermometer, Roller Bandage, Gauze Pad, Lotion Chlorhexidine (Savlon), Lotion Povidone-Iodine (BETADINE), Framycetin Sulpahte (SOFRAMYCIN), Splints, Tourniquet, Kidney Tray, Cotton, Eye Pad, Tape Adhesive, Band Aid, Scissors, Ice Bag Sample, Hot Water Bottle.

#### Emergency Numbers

Some emergency numbers like that of ambulance, fire safety, police, doctor etc. should be kept handy. Following important numbers must be made available on display board and pasted in each classroom-

#### Important Phone Numbers

- Principal \_\_\_\_\_\_
- Pediatrician \_\_\_\_
- Hospital or Nearest Emergency Facility \_\_\_\_\_\_\_
- Ambulance \_\_\_\_
- Fire Department \_\_\_\_\_\_\_
- Gas \_\_\_\_
- Electrician \_\_\_\_\_
- Police \_\_\_\_\_\_

- Child helpline \_\_\_\_\_
- Other\_\_\_\_\_

#### Response to COVID 19

In the light of Corona Virus pandemic, special focus should be on cleaning the school environment and ensuring hygienic practices in the interest of children's safety.

- Empathy needs to be developed such that caring for each other helps in overcoming anxiety and stress amongst children. This is essential for playful learning and for staying physically and mentally healthy.
- The school should provide clean, healthy and hygienic toilets on each floor with washing facilities for girls and boys separately in proportion to the number of students.
- Sanitizers should be frequently used by all the members.
- Sanitizers must be made available in each room.
- All surfaces should be frequently disinfected.
- Face masks should be worn both by the teachers and the children to avoid transmission of virus.
- Food sharing must be discouraged.
- Safe distancing practices must be adhered to in order to ensure safety of children.
- Immunization records of all the children must be checked.
- Regular health check-up of children by a registered medical practitioner should be conducted.
- Premises of the school must be cleaned frequently with a disinfectant.

#### **Hygiene Practices**

- Children should be cleaned if they spoil their clothes or urinate in the classroom. Sometimes they vomit in the classroom; their clothes need to be immediately changed. Running nose is most common; so use of handkerchief must be promoted.
- Both indoor and outdoor environments must be kept clean with provision of big dustbin with lids.

#### Safety during Recess

During lunch time, safety of the children should be ensured. Teachers and supporting staff should remain with children. They should not be left unattended. Meal times should be pleasant and can surely act as a learning experience for all children.

- The eating area must be clean and hygienic.
- All children deserve nutritious balanced meals.
- If meal is provided by the school, then every child should be served at least one hot cooked midday meal locally produced and one mid-morning or mid-afternoon snack as per age requirement.

#### Closed-Circuit Television (CCTV)

- Should be installed in all the classrooms. The entire center should be monitored through video surveillance.
- Camera should also be installed at the entry and exit gates, at reception area, waiting area, playground, outside the toilets, and corridors.
- At least one security guard should be assigned duty to continuously observe the activities on TV screen.

#### 2.3 Body Safety: Measures to Keep Children Safe from Sexual Abuse

#### The United Nations has defined child sexual abuse as follows:

Contacts or interactions between a child and an older or more knowledgeable child or adult (a stranger, sibling or person in position of authority, a parent or a caretaker) when the child is being used as an object of gratification for the older child's or adult's sexual needs. These contacts or interactions are carried out against the child using force, trickery, bribes, threats, or pressure (UNICEF, 2003)

Highlights of The Protection of Children from Sexual Offences Act 2012: POCSO Act

The Act defines a child as any person below the age of 18 years and provides protection from the offences of sexual assault, sexual harassment, and pornography.

- This is the first time that an Act has listed aspects of touch as well as non-touch behaviour (e.g.: photographing a child in an obscene manner) under the ambit of sexual offences.
- The Act incorporates child friendly procedures for reporting, recording of evidence, investigation and trial of offences.
- The attempt to commit an offence under the Act has also been made liable for punishment for up to half the punishment prescribed for the commission of the offence.
- The Act also provides for punishment for abetment of the offence, which is the same as for the commission of the offence. This would cover trafficking of children for sexual purposes.
- The media has been barred from disclosing the identity of the child without the permission of the Special Court.

#### 2.4 Safety Measures:

- Electrical Safety-
- Simple activities like conducting hazard hunt in the school may help in mitigating risks to an extent.
- All plug points should be at a height of 8 feet from the floor so that children do not poke their fingers or other sharp objects in it.
- Even child-safe plug points should be at the specified height in the classroom.
- No electrical equipment (like mixers, dryers or even glow-sign etc.) to be kept lying around in the school premises.

- Electric outlets which are accessible to the children must have protective caps when outlets are not in use.
- Computers to be tested for electrical shocks in humid climates.
- No old, used or new bulbs, tubes, torches to be kept within the reach of children.
- All switch boards to be affixed in such a place that easily reached by the children- even after taking a small stool to climb on.
- No child to be told to switch on or switch off the lights or fans or Air conditioner etc.
- School must have a generator / inverter to be used in case of power-cuts
- No electric repairing work or air conditioner servicing work to be done while children are in the classroom or on the premises.
- No wires, screw drivers, screws or other such related equipment to be lying around within reaching distance of children.
- All such equipment to be stored safely in utility cupboards.
- No naked wires should be seen coming out of the wall or plug points.
- All wiring must be concealed.
- All fans to be affixed on the ceiling or on the wall, not kept on a stool or within reach of children.
- All lights, switches in the bathroom or outdoor area must be out of the reach of the children.
- Lights in the splash pool if any must be shock proof.
- Furniture Safety-
- Doors should be light in weight and should not be of self-locking or swinging type.
- Non toxic paint should be used for play material / equipment.
- Play material should not have any separable parts which children may swallow by mistake.
- Maintenance of outdoor equipment should be regularly attended to, in order to protect children from injury.
- All furniture whether of wood or any other material especially tables, benches and almirahs should have rounded edges.
- Wood peeling or nails should not protrude out of the furniture.
- All hooks for bags etc. must have be wooden knobs and not metal hooks and they should be away from the seats of the children.
- No keys to be left hanging from the cabinets or drawers.
- All cupboards, cabinets and drawers not being used during class hours should be locked safely.
- All the handles put on cupboards and drawers should be embedded inside not protruding out as they may hurt children.
- Children should be given only open storage to use or they may jam their hands/fingers in

the doors/ drawers etc.

- Classroom door must have a glass view window.
- No locks or stoppers on the inside of the door.
- Children should not be allowed to open or close doors on their own.
- Even bathroom doors should have a view window.
- No child should be allowed to use the bathroom unsupervised.
- Safety while going on field-trips-
- Seeking prior permission / information from the place of visit.
- Parents must be informed at least one day in advance about the field-trip.
- Atleast one teacher must accompany children in every vehicle.
- All children must wear prescribed uniform on a day visit outside the school.
- Proper head count to be taken while boarding and de-boarding the bus.
- First aid box are essential all the time in the transport vehicles.
- Telephone numbers of all parents must be easily accessible
- Minimum two fully charged mobile phones must always be in use.
- All vehicles must have a GPS tracker

#### Carry handy (dry snacks) eatables, if going very far.

- Safety While Using Outdoor Play Area-
- Ground must have soft grass or sand or artificial grass.
- Gate of the school to be kept closed when children are in the outdoor area.
- Check the outdoor area for ants and other insects regularly.
- Precautions to be taken during monsoon -
- Check for moss and slippery mud near the entrance and the main gate- sprinkle dry sand on it to avoid children slipping on it.
- Check for leakages in the walls.
- Remove children's shoes if they are wet on a rainy day and dry their feet with a wet towelask them to wipe their shoes on a door mat to remove the mud.
- If children clothes including socks are wet for any reason they need to replaced immediately.
- Check for earth worms and ants in the classrooms and toilets.
- School premises must be absolutely free from flies.
- The reception must be spotlessly clean.
- Precautions to be taken during a power-cut/failure
- Staff must know the location of the electrical breaker panel.

- Simultaneously all the windows should be opened.
- Torches must be handy.
- Main circuit switches may be shut off, if in doubt.
- In cases of flooding: no one must step in the water.
- Keep torches and emergency lights in the toilets also.
- Wipe the floor surfaces regularly where children are going to walk to avoid accidents during a power failure.

▶ ● ●

- Do not carry children because all cannot be carried together.
- For electrical panel in the basement, determine whether it can be reached on dry ground. If not refer to the next step.
- Check the school electrical meter from where the main line enters the school. Shut it off!
- Practice a drill once a year.
- Precautions to be taken in the bus service
- No rickshaws or any vehicle with open doors to be used as bus service

#### Basic requirements in the bus-

- Seat belts, Handle bars must be provided.
- A first aid box with Band-Aid, Dettol, cotton, tissues.
- Clean potable water, changed every day must be provided in the bus.
- A list of children that go by the bus in that particular timing.
- A sign in and sign out book with a section for circulars received signature.
- A book with the addresses and phone numbers of the children.
- Phone numbers of the school, head.
- A string with plastic rings called the ring master.
- A bus attendant from the school.
- An official mobile phone.
- Soft music children songs.
- Some books from the library.
- Enough sanitary wipes for any vomiting or other such incidents'.

#### Rules for adherence to be followed by the Bus attendants

- The bus attendant must be trained in all the aspects of bus safety.
- check that the interior of the bus is clean at all times with no sharp edges or broken seats that can harm the child.
- check that the children do not put out their hands from the windows.
- see that the drives safely withi speed limits and does not break any traffic rules that can harm the child.

- ensure that door of the bus must be kept closed during all journeys and must be opened very safely.
- ensure that the children are seated at all times.
- keep a close vigil on all the children.
- not eat in the bus.
- not leave the bus or the children unattended at any time- whether to go to the loo or buy pan or for any other reason.
- not leave the bus and go to drop/pick up a child.
- parents must come to the bus to drop and pick up the child.
- not chan the route of the bus even for a day.
- not accept any money from them.
- not take any cheque payments of fees or bus fees etc.
- inform the school about any daly or bus breakdown
- inform the school about any child scickness and do only what the school head advises.

#### While picking up the children from home (on bus)-

- The bus attendant must make the parent sign in the sign in book.
- The bus attendant must see that the child sits properly and close the door taking care of the child's hands.
- After all the children have been picked up the bus attendant must do a head count and check the number with the sign in.
- On reaching school the bus attendant will make each child get down without a mishap, then make them hold the ring master and lead them to the school and drop them to their class or hand them over to the center head.
- The bus attendant will check that all the belongings of the children have gone with the children.
- The bus attendant will then give the center head the number of children that have come in each class in the bus.

#### While bringing the children from the school (on the bus)-

- The bus attendant must make sure that each child has bags bottles and cap in case of field trips.
- The bus attendant should check whether the child has taken back his bag, cap, umbrella, raincoat, bottle etc.
- 2.5 Handling Earthquake: Safety in case of an Earthquake
- Simulated mock drills like "DROP-COVER and HOLD" (DCH) can be demonstrated.
- The staff at the school need not panic when encountered with an earthquake.
- No teacher to leave the children alone to call the parents.

- Make children lie down on the ground and instruct all to cover their face and head with their arms and crouch in an inside corner of the building. This should happen quickly, quietly, and without panic.
- To ensure that children remain in the above-mentioned position until the shaking stops.
- To ensure that children stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures or furniture.
- Stay inside until shaking stops.
- Talk to the children that the lights may turn off.
- Keep talking to your children to minimize panic.
- In case the children are in the outdoors with the children, stay there until the shaking stops.
- Move children away from buildings, streetlights, and utility wires.
- In case the children are in a moving vehicle, pull over to the side of the road and stop as quickly as safety permits and stay in the vehicle.

#### After the Earthquake Stops

- Check for injuries, ensure the safety of children, and attend to injuries.
- Call up parents to inform them about their child's safety and ask them to come and pick-up the child.
- Once the earthquake stops, in case of debris, teachers to instruct children not to move about or kick up dust.
- They should cover their mouth with a handkerchief or clothing.
- Instruct children not to shout as shouting can cause them to inhale dangerous amounts of dust.
- To hand over the child to no one else except the parents unless specific instructions from the parent received and also call the parent to confirm before handover.
- Make the helper staff pick up debris if any coming in the way of children and parents while pick-up.

#### **Evacuation Drills**

It is important to practice drills for safety and evacuation to ensure success in an efficient manner when any untoward incident happens. Detailed floor-wise evacuation plan should be prepared and mock drills should be conducted (for hazards like earthquake, fire, among others) to test emergency plans and update the same. A Committee constituted to prepare evacuation plan may share that with the staff. The plan that includes direction/path should be followed by the students and staff in the case of an evacuation.

#### Chapter 3 A Day at a Pre-school

#### LearningOutcomes:

#### After reading this chapter students will be able to:

- 1. Visualise a usual day at a Pre-School
- 2. Examine the intricacies of a good learning environment in a Pre School
- 3. Design strategies to ensure learning is a fun experience for children attending a PreSchool
- 4. Evolve the aesthetics of a Pre-School premises to make it interesting for children attending the PreSchool





Each Pre-school center is as unique as its little patrons- the children.

Based on the educational philosophy and pedagogical approach, the preschool sets its own schedule and plan of action.

Treat this chapter as a sneak peak into a broad schedule that many pre-schools follow.

#### Month of visit: December, Day : Thursday, School Timings: 8.45 am to 12.15 pm

It is 8.45 am and the school gate is buzzing with action. Staff members have taken their premediated places at the gate to greet the tiny tots. Melodious Prayers and Nursery Music is being played in the background.

Parents and school cabs arrive to drop the children in secure hands of the teacher. There may be chances of a child feeling some separation anxiety due from the parent or home. It is quite natural for the newly admitted kids. Cheery ,excited welcome and happy faces of the teachers help to attract the child and get her attention away from the brooding emotions.

Along with the smiling 'Hellos' and cheerful 'Good Mornings', there awaits a surprise for the children.

The school plans a unique 'Welcome Activity' for the them every day.

A good start is half the battle won and it is distinctively true with these junior most classes of the school. This activity frequently sets the tone for the theme that follows or a special occasion that marks the day.



Welcome also converted into a learning opportunity

The day moves to the next period/session : 'The Circle Time'

'Circle Time' is a successful way to start an effective engagement with children. Children sit in a circle shape facing inwards with the teacher .

This circle starts greeting each other musically. Each child is named and greeted with this simple verse:

"Hello.... Hello... say Hello to Ananya, Oh have a wonderful day!

Hello... Hello.. say Hello to Nivaan, oh have a beautiful day!

Hello... Hello.. say Hello to Aarav, oh have a jolly-good day!" and so on, using many different positive adjective for the 'day'.

This makes the child feel acknowledged and special.

The circle time is a very useful way to include many activities, like

- Prayers
- Rhymes with action
- 'Aaj ki taaza khabhar' or 'News of the Day', where children share their information. This helps the child to open up, express or share their feelings.
- Phonic drills, Count and Clap etc.
- Warm-up exercises- gross motor and fine motor activities
- Introducing the day's program
- Show and tell
- Weather Talk
- Introducing a new concept
- Celebrating a special day like a festival or birthday of a child.

Circle Time is participation time and a very important group activity. A carefully planned and executed Circle Time can be operated in a million ways dependent on the creativity and effectiveness of the teacher.

# However, a smart teacher makes the most of the 'Circle Time' by taking care of the following:

- 1. Activities must suit the attention span of the children. It is imperative to use switch the activities and utilize the time aptly.
- 2. Take up a variety of topics and broad subjects to make it interesting for all
- 3. Each child must be attended to and made to participate in this activity
- 4. Use of sounds and music to grab the attention of the children. Different sounds tend to attract the younger kids and keep them involved. For example, simple music instruments like guitar, xylophone, finger cymbals or occasional clapping
- 5. Use of teaching aids like stuff toys, puppets or a Play parachute

After a highly participative group activity, we move to a little more individual activity and this is taken up by the ensuing 'Activity Session'. This session may vary from a cognitive task or a fine motor skill task or even an art and craft task. While 'Circle Time' was participative group pursuit , the 'Activity Time ' aims at individual work. It is usually a sitting down, one to one task planned by the teacher according to the level of the child. This may include:

- Scribbling and colouring work on slate, paper or easel board
- Blocks, beads, towers, puzzles, lacing etc. for eye-hand coordination and fine motor skill enhancement
- Theme based or general art and craft work like impression printing, stamps, origami, paper tearing and pasting/sticking etc.
- Fun with clay
- Sensory Games

- Tracing the lines, Join the dots, Rainbow writing, matching, analytical sheets, pattern making on sand trays etc.
- Readiness for the 3 R's (Reading, Writing and Arithmetic (for older kids)

An effective teacher makes the 'Activity Session' more successful by keeping in mind the following points:

- 1. It should be an inviting activity in terms of presentation and introduction. These young kids usually mirror the adults' expressions. An excited teacher gets excited students in return.
- 2. Activity planned should be timed according to child's attention span
- 3. It must be age appropriate and suit the cognitive ability of the child. The task at hand should neither be too tough nor too easy for the child.
- 4. The teacher should plan a mixture of old and new topics so that the child finds novelty as well as feel dwell on previously done topics through repetition. This also leads to better retention.

#### For instance, a 30 minute slot for 'Activity Session' can have 3 activities like this



5. The child should never be interrupted while in a task. Use of phrase like, "No, this is wrong" should be avoided. Rather use more encouraging phrases like, "Do you think we can try it in some other manner?"

The 'Activity Time' finishes with the children proudly presenting their work and getting appreciation from the teacher as well as their peers.

An appreciative teacher identifies the uniqueness of the child's work and positively reinforces the efforts with an energetic "Wow, well done!" or "Good Job!"

Children help the teacher wind up the material, place them in their proper place.



It's Snack Time, favourite time for many while not so much for the picky eaters.

This school serves the snacks from school, while there are schools that have kids get packed tiffins from home.

Importance of 'Snack time' should never be undermined as this time too is a learning opportunity for the children

The menu of the school is carefully planned to provide the children a healthy nutritious and tasty plate. Meals are inclusive of cereals, vegetables and fruits. Allergic foods like milk products and nuts are avoided.

Children had a quick handwash as it was snack time and off to the snack-room.

"We make sure that children move around and are not stay in one place or one room. We take them to different areas of the school so that they remain active and interested", explained the young yet vigilant teacher.

The snack room was set with mats on the table. Children rushed to the apron stand to get ready for their tasty snack. Today, the teacher had planned a "Do it yourself Snack". The hexagon shaped table is set with buttered bread, cucumber and tomato slices. No surprise that kids have to make and relish their own sandwiches, the twist being that they have to make it for the friend sitting to their right.

How wonderful! To let the child learn by doing and also learn the skill of sharing and cooperation. The teacher made sure that children follow simple table manners like chewing with their mouth closed and not talking while eating. 'No wasting the food' was also an important lesson that was underlined for the little learners.

It was very heart warming to see that the children were trained to wind up after they had eaten. The empty plates went in the tub and the aprons went back on the rack. And at this time the tiny faces seemed extra happy. It was obvious that it was 'Play Time' next.



Play is the most loved past time for the kids. Though many pre-schools are termed 'Play Way' but 'Play' in simple terms will always represent the free to run, jump, swing and giggle time. This play time is strategically planned after Snack time so that children do not feel lazy after their meals, very much like adults like to nap after lunch.



Weather dependent, the play may happen outdoors or indoors.

Play time' may be altered with Structured Play or Free (unstructured) play.

It was a lucky day, when kids got to enjoy outdoor play.

The games teacher had laid out for them the gross motor track and children loved to finish their routines of jumping the hoops, kicking the ball, crawling and running etc. "We usually take up a mixture of gross motor skills like jumping, running, crawling, skipping etc. so that these kids can become more athletic and physically active. Such routines also provide a sweet capsule of discipline and team work .", explained the coach.

But outdoor play is never complete without free play and swings. Ten minutes were left for the 'Play time' to get over and the coach blew on her whistle to indicate that the kids could rush to the swings, slides and merry go rounds. The playground resounded with collective cheer and elation



as the kids rushed to their desired swing.

However, the teacher was observant and note-full of their actions. "Please , share the ball " and "Well done, Great work" were heard from across the field to remind the children of the watchful eyes of the teacher.

Play and especially outdoor play is the most important time of the day. Needless to say that not only is it enjoyed by each and every child, it also helps in physical growth and immunity boost.

It is definitely difficult to pull the children away from such an enjoyable play time to go back indoors. The teacher must have planned something to catch their attention and get them inside. This time, they were to step in the performance area for 'Story Time'.

Stories are enchanting tools that captivate one and all. A story well told can be the greatest joy.

Teachers can plan from many methods to tell the story:

- o Picture Book reading
- o Puppet show
- o Role plays
- o Musical Stories
- o Dramatization

Stories can bring alive a world of imagination and wonder for these tiny tots. Story telling enhances imperative skills like listening , attentiveness, sharing , articulation and also expression of thoughts and ideas.

- Story telling is an art that every teacher must learn to undertake efficiently.
- A stimulating teacher can make this time of the day most effective by choosing an age appropriate topic/story.
- Keep the language simple and the characters relatable.
- Must time the session properly to maintain the kids' attention
- It is a good time to introduce new vocabulary, understanding morals and values, knowing about history, culture, traditions as well as innovations
- Use of various ways of presentation to maintain novelty and uniqueness
- Use of music, sound effects, voice modulation, noticeable expressions and theatrics
- Generate participation and promote exchange of ideas by planning and interactive and involving session.

Music and Movement or Dance also is thoroughly enjoyed by the young children. because music



with beats and rhythm attract the children and their body responds by tapping the feet or dancing in full fervor

Worldwide researches have analysed that 'Music and Movement' improves the child's ability to grasp new concepts. It has proven to enhance memory, mental development, cognitive abilities and expression. Music and dance (movement to music) also plays an important role in the social and emotional quotient of the child.

Musical activities are pleasure givers and help to develop a positive attitude and life-long love for music in the children. Music also Improves the natural talent of Singing, understanding melody and rhythm. Playing musical instruments enhances fine motor skills and eye and hand coordination.

Dance, helps to develop gross motor skills, agility and stamina along with Improvement in balance, coordination and rhythm.



Music and dance also help to bring out latent talents in many children. This is one activity that all parents want their kids to participate in for the sheer joy it brings.

**Bye Bye time:** Like every session of the pre school schedule, even this last session can be converted into enhancing skills like independence and responsibility. As fostered by this school, the students participated in the song initiated by the teacher :

"Clean up, everybody Clean up, Clean up, everybody Clean up,

It's time to clean up!

Pick up...everybody pick up... Pick up...everybody pick up...

It's time to pick up!

Pick up the toys, put them away...

Pick up the books, put them away...

Pick up the blocks, put them away

Put the things away...

Pack up, everybody pack up...Pack up, everybody pack up...

It's time to pack up...

Bye -Bye, everybody say bye...Bye-bye, everybody say bye...

It's time to say goodbye!'

This was a wonderful day spent by observing the activities at the pre-school. Pre-schools or preprimary section of the schools are full of energy, giggles, laughter and shouts as well.

A good pre-school is fundamental for a strong foundation of any child- academically, socially and emotionally. To make this section even more eventful, pre-schools must undertake other special activities like:

- o Parent Teachers' Meet
- o Celebrations of Birthdays and Festivals
- o Fun Carnivals, Fetes
- o Stage shows and performances like Annual Days
- o Constructive competitions Sports Day, Colouring contests, Rhyme competition etc

- o Special events based on theme like 'Red Day', 'Plantation Day', 'Science Experiments'
- o Family involvement events 'Grandparents Day', 'Father-Mother Day' etc
- o Educational Picnics and fun excursions



- 1. Which of the following classroom scheduling practices would be developmentally appropriate for children of preschool age?
  - a. providing frequent variations in routine
  - b. beginning each day with a half-hour circle time
  - c. introducing new learning centers each week
  - d. alternating physically active and quiet activities

#### Ans. (d)

# Outcome -Design an appropriate ambience in school to foster learning and development in children

- 2. A new first-grade teacher learns that morning arrival time for students occurs over a period of 20 to 30 minutes each day. Which of the following would be the teacher's best strategy for ensuring that the morning arrival period is calm and orderly?
  - a. arranging for available parents/guardians to serve as room monitors until everyone has arrived
  - b. establishing a system in which students earn or lose points on the basis of their arrival behavior
  - c. arranging for students who misbehave to be sent to the school office until the day's instruction begins
  - d. establishing routine arrival tasks for students to perform followed by quiet activities such as reading

#### Ans. (d)

#### Outcome - Enabling a safe clean environment in school for amicable development of children

- 3. The best place of social development for a 12 years old child is \_\_\_\_\_.
  - a. Neighborhood
  - b. Family
  - c. Playground
  - d. School
- Ans. (c)

Outcome -Analyse the facilities required for physical development in children through games and sports

## Unit 1 CHAPTER 1

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#### Unit 2 CHAPTER 1

# Rhymes are a very important teaching-learning and fun generating tool for an Early Childhood classroom.

Expand Your Knowledge:

- The Kindergarten Guide: vol. 1 The Gifts by Maria Kraus-Boelte & John Kraus
- The Republic of Childhood vol 1: Froebel's Gifts by Kate Douglas Wiggin & Nora Archibald Smith
- https://www.early-education.org.uk/about-froebel
- http://www.froebelweb.org/webline.html
- MUST WATCH : https://www.youtube.com/watch?v=LNBzmCKLNdU&feature=emb\_rel\_end
- http://froebeltoday.com/

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Expand Your Knowledge:

- https://montessori.org.au/biography-dr-maria-montessori
- https://montessori-ami.org/about-montessori
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#### Expand your knowledge:

- https://www.biography.com/activist/mahatma-gandhi
- http://infed.org/mobi/mahatma-gandhi-on-education/

(Talk to Khadi Vidyalaya Students, Sevagram, Sevak, 15 February 1942 CW 75, p. 269

#### **CHAPTER 4**

#### Expand your knowledge:

- Tagore Rabindranath. (1922) Creative Unity. London: Macmillan & Co.
- Tagore, Rabindranath (1929) "Ideals of Education", The Visva-Bharati Quarterly (April-July), 73-4.

- http://infed.org/mobi/rabindranath-tagore-on-education/
- https://scotstagore.org/rabindranath-tagores-educational-ideas-and-experiments-bychristine-kupfer/
- https://www.youtube.com/watch?v=TY6pT-hmH4U

#### **CHAPTER 5**

#### Expand your knowledge:

- http://www.sriaurobindoinstitute.org/saioc/educational/integral\_education
- https://aurosociety.org/society/index/Integral-Education

#### **CHAPTER 6**

#### Expand Your Knowledge:

- https://www.goodtherapy.org/famous-psychologists/lev-vygotsky.html
- https://nidoearlyschool.com.au/news/post.php?s=2018-05-10-everything-you-need-to-know-about-the-reggio-emilia-approach
- https://www.rainforestlearningcentre.ca/5-key-elements-reggio-emilia-approach-earlychildhood-education/

#### **CHAPTER 7**

#### Expand your knowledge:

- http://ddceutkal.ac.in/Syllabus/MA\_Education/Paper\_11.pdf
- https://www.slideshare.net/sarthak\_oza/a-real-life-contributor

#### **CHAPTER 8**

#### Expand your knowledge:

https://www.eachoneenrichone.com/InstitutePage.php?instituteID=1

### Unit 3 Chapter 1

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https://www.foundationeducation.edu.au/articles/2018/03/support-holisticdevelopment-children-early-childhood-education

https://study.com/academy/lesson/how-brain-development-influences-holistic-development-in-children.html

https://www.canr.msu.edu/news/developmentally\_appropriate\_practice\_child\_ development\_and\_learning

http://www.eita-pa.org/early-language-and-literacy/

https://www.universalclass.com/articles/psychology/child-development/language-andliteracy-development-in-understanding-child-development.htm

http://www.child-encyclopedia.com/language-development-and-literacy/according-experts/literacy-outcome-language-development-and-its

#### **CHAPTER 2**

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https://research.acer.edu.au/cgi/viewcontent.cgi?article=1020&

context=learning\_processes

Anders, Y., Rossbach, H.-G., Weinert, S., Ebert, S., Kuger, S., Lehrl, S. & von Maurice, J. (2012). Home and preschool learning environments and their relations to the development of early numeracy skills. Early Childhood Research Quarterly, 27(2), 231-244.

Ansari, D. (2008). Effects of development and enculturation on number representation in the brain. Nature Reviews Neuroscience, 9(4), 278-291.

Suggested Reading: National Early Childhood Care & Education Curriculum Framework by Ministry of Women and Child Development.Chapter: Goals of Development & Learning.

#### **CHAPTER 3**

#### References

https://www.understood.org/en/friends-feelings/empowering-your-child/selfawareness/the-importance-of-self-awareness

https://www.inc.com/justin-bariso/there-are-actually-3-types-of-empathy-heres-how-they-differ-and-how-you-can-develop-them-all.html

http://www.momentsaday.com/activities-to-help-kids-develop-emotional-sensitivity/

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• https://www.teachermagazine.com.au/articles/the-arts-in-early-childhood-learning

- https://www.pbs.org/parents/thrive/the-importance-of-art-in-child-development
- https://www.doane.edu/facstaff/resources/cetl-home/arts-are-basic/32485

#### **CHAPTER 5**

#### References

- https://www.cambridge.org/elt/blog/2017/11/15/create-inclusive-classroomenvironment/
- https://inclusiveeducation.ca/about/what-is-ie/
- Suggested Reading: National Early Childhood Care & Education Curriculum Framework (Pg.16 & 17)by Ministry of Women and Child Development

Theme based Early childhood care & Education Programme NCERT (Pg. No: 23 & 24)

## Unit 4

#### CHAPTER 1

#### Suggested readings:

- "I FEEL HOW YOU FEEL..." THE IMPORTANCE OF HELPING YOUR CHILDREN TO DEVELOP EMPATHY retrieved from https://www.internationalschoolparent.com/articles/empathy-children/
- How to Help Your Child Develop Empathy By Claire Lerner and Rebecca Parlakian retrieved from https://www.zerotothree.org/resources/5-how-to-help-your-child-develop-empathy
- Brene Brown on empathy https://www.youtube.com/watch?v=1Evwgu369Jw

#### **CHAPTER 3**

#### Additional free printable resources to check out:

http://www.lizs-early-learning-spot.com/anger-management-23-calming-strategy-cards/;

https://www.teacherspayteachers.com/Product/Feelings-Gauge-Easily-Identify-Feelings-withan-Emotion-Scale-3676327;

https://www.teacherspayteachers.com/Product/Preschool-All-About-Me-Plans-and-Printables-3889465;

https://www.teacherspayteachers.com/Product/Emoji-Mood-Meter-Social-Emotional-Learning-Classroom-Management-3999890;

https://mrprintables.com/emotion-flashcards.html; https://charactertree.com/?\_\_hstc=205733196.af237680dcf97c024ddcf5e4cd8b7726.15955167 99308.1595516799308.1595516799308.1&\_\_hssc=205733196.1.1595516799310&\_\_hsfp=216607 4940; https://www.kiddiematters.com/100-social-skills-activities-preschoolers/

Collection of SEL songs for children: https://www.youtube.com/playlist?list=PLG9X7QivC2De1424-FXtBuFQUgUkWJ1ZM

## Unit 5

#### **CHAPTER 1**

Expand your knowledge

- https://www.youtube.com/watch?reload=9&v=4cvJp1ihzn4
- https://www.sagepub.com/sites/default/files/upm-binaries/53567\_ch\_10.pdf
- https://www.earlychildhoodteacher.org/a-day-in-the-life-of-a-preschool-teacher/
- https://www.virtuallabschool.org/preschool/learning-environments/lesson-2
- http://www.easternct.edu/cece/classroom-environment/
- https://www.scholastic.com/teachers/articles/teaching-content/new-approach-learningcenters

#### **CHAPTER 2**

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#### **References:**

- CBSE (2018) Affiliation Bye-Laws, Date of Notification 18/10/2018, Delhi
- ECA, Safety Manual for Kindergartens and Early Childhood Centers- Early Childhood Association India
- GOI (2004) School Safety, National Disaster Management Division, Ministry of Home Affairs, New Delhi, Draft Series 1.0, https://ndma.gov.in/en/school-safety.html
- Khan, Sonali (2020), Six Lessons for Early Childhood Care and Education (ECCE) in the time of COVID 19, April 28, https://avpn.asia/blog/6-lessons-for-early-childhood-care-and-education-ecce-in-the-time-of-covid-19/
- NCERT (2018) Guidelines for Quality Early Years Education, Department of Elementary Education, New Delhi
- NIDM (2012) Safeguard Environment for Disaster Risk Reduction, Poem and Slogan Book, National Institute of Disaster Management, Ministry of Home Affairs, New Delhi

https://ndma.gov.in/images/pdf/school\_safety/Poem%20Book%202012.pdf

• UNESCO, New Drive to Protect Early Childhood Education in the Context of the COVID 19 Crisis, https://en.unesco.org/news/new-drive-protect-early-childhood-educationcontext-covid-19-crisis



