



**Farook Training College Innovative Academia (FTCIA)**  
**Online Collaborative Learning Project (OCLP)**

**Pre-Edited Version of Study Materials.**

**(Chance for minor errors)**

# Farook Training College Innovative Academia (FTCIA)

## **Online Collaborative Learning Project (OCLP)**

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M Ed. IV. Sem. MED 14.1 Early Childhood Care and Education

## Module 1

**Early Childhood care- philosophical, psychological, social perspectives and Implications in ECCE practice.**

# CONCEPT OF EARLY CHILDHOOD CARE AND EDUCATION

- **Early childhood, defined as the period from birth to eight years old, is a time of remarkable growth with brain development at its peak.**
- **During this stage, children are highly influenced by the environment and the people that surround them.**

# SIGNIFICANCE OF ECCE

- **Early childhood care and education (ECCE) is more than preparation for primary school.**
- **It aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing.**
- **ECCE has the possibility to nurture caring, capable and responsible future citizens.**
- **In this way ECCE is one of the best investments a country can make to promote human resource development, gender equality and social cohesion, and to reduce the costs for later remedial programmes. For disadvantaged children, ECCE plays an important role in compensating for the disadvantages in the family and combating educational inequalities.**

# PHYSICAL

- early childhood is still a time of tremendous physical changes.
- During this period, children's bodies change proportions and they start to look more like adults than babies.
- Arms and legs stretch to catch up and balance out the head and trunk.
- Children also begin to lose their "baby fat" as they develop sleeker, straighter bodies with the strong muscles necessary for work and play.

average, young children can expect to grow 2 to 3 inches in height per year.

- Children's healthy growth is supported by healthy lifestyles.
- Children should get plenty of exercise and sleep, and eat a balanced diet in order to continue to develop strong muscles and bones and to maintain a healthy weight.
- caregivers should take their young children to the pediatrician or family doctor regularly for check-ups to make sure that they are growing appropriately.

As a result, very young children are becoming more body-conscious and focused on the idea that being attractive and thin is the key to happiness and popularity. Children are dieting with the purpose to lose weight at earlier and earlier ages. Consequently, disordered eating may effect even very young children.

The best way for parents to help children develop healthy lifestyle attitudes and behaviors toward food and exercise is to educate, to model, and to encourage appropriate eating and activity patterns. Continuing to provide children with love and nurturing that builds strong, positive self-images based on attributes other than appearance (e.g., kindness, trying hard, sharing, doing well in sports or school) is also important.

# Physical Development: Motor Skills

During early childhood, children continue to expand their repertoire of physical skills, adding to those that were mastered during infancy. Throughout this stage, girls tend to develop slightly faster than boys. As mentioned previously, we are presenting general developmental markers that children achieve at certain ages, but it is perfectly normal for each child to master these skills at different speeds, ages, and in different sequences.

Young children are not only growing physically during early childhood, but they are also growing mentally. Children of this age continue to advance their skills in observing and interacting with the world around them. They also make tremendous leaps in how they process, store, and use information. As mentioned in the introduction, quantifying cognitive change is a bit tricky. We do not count the number of new neurons or measure the amount of connections between synapses and come up with averages for different ages. Rather, we rely on theories, such as Piaget's stages of cognitive development, Erickson's psychosocial stages, and Bronfenbrenner's ecological model to give us a way to understand and to measure children's mental and social development and progression.

According to Piaget, children in the Preoperational stage of development build on skills learned and mastered during the Sensorimotor stage. For a review of Sensorimotor development, please [click here](#). During this stage, young children's play becomes increasingly imaginary and filled with fantasies. As children develop cognitively, their play will move from simple make-believe to plots involving more characters and scenarios, games with sophisticated rules, etc. According to Piaget, playing isn't just fun; it is an important part of brain development.

The Piagetian milestones described in this section are typical or average for young children ages 2-7 living in Western countries. Once again, however, each child is unique and will grow in his or her own time and way. As with physical milestones, if caregivers suspect that "something isn't right" or that their child is failing to complete major developmental tasks, they should discuss their concerns with a pediatrician or family doctor. Some young children may have developmental delays or challenges that can be identified and successfully addressed if caught early.

According to Piaget, young children go through two distinct phases or sub-stages in cognitive development during this stage. First, they develop Symbolic Function between the ages of 2 and 4. During the Symbolic Function sub-stage, children master the ability to picture, remember, understand, and replicate objects in their minds that are not immediately in front of them. In other words, children can create mental images of objects and store them in their minds for later use.

Before this period, during the Sensorimotor stage, infants and toddlers understood their world as containing only what they were immediately experiencing and nothing else. According to Piaget, if a toddler was playing with a kitten and it left his line of vision, the child would be unable to create a mental picture of that kitten. To the toddler, the idea of the kitten (and therefore the kitten itself) would no longer exist. Young children who have developed Symbolic Function can draw a picture of or pretend to play with a kitten that is no longer there.

These new cognitive abilities are helpful to young children's everyday experience. For example, children can talk about people who are traveling, or who live somewhere else, like Grandma in Florida. They can also talk about or draw places they visited, as well as create new scenes and creatures from their imagination. Children can also use their mental images of things to "play school" or to "play house."

Even though children in the Preoperational Stage have gained new cognitive skills, Piaget suggests that their thinking is rather rigid, limited to one aspect of a situation at a time, and strongly influenced by an item's appearance. This style of thinking, according to Piaget, leads to characteristic errors. For example, Preoperational children have not developed the mental abilities of Conservation and Transformation.

Conservation is a person's ability to understand that certain physical characteristics of objects remain the same, even if their appearance has changed. To demonstrate the concept of Conservation, Piaget showed young children two identical cups filled with identical volumes of water (reaching to the same measuring line). Preoperational youth agreed the cups had the same amount of liquid in them. Piaget proceeded to pour the liquid from one of the original cups into a wide, short cup. Then, he poured the liquid from the second original cup into a tall, narrow cup. When he asked Preoperational kids which cup had more liquid, they chose the taller cup. To these children, the taller cup looked like it had more volume even though the same amount of fluid filled both cups.

The concept of conservation can apply to number as well. For example, according to Piaget, a Preoperational child will not understand that rearranging six keys to make a different formation (e.g., spreading them out or moving them closer together) does not change the number of items present.

Transformation is a person's ability to understand how certain physical characteristics change while others remain the same in a logical, cause and effect sequence. According to Piaget, Preoperational Children do not readily understand how things can change from one form to another. To demonstrate this concept, Piaget first showed young children two 1-inch round balls of clay. Then, he presented the children with one 1-inch round ball of clay and one 1-inch ball of clay squished flat. A young person in the Preoperational stage would not understand that the flat ball had been round before and was squished to make its new shape.

Piaget also believed that Preoperational children have a style of thinking characterized by Egocentrism, or the inability to see the world someone else's point of view. According to Piaget, children with Egocentrism explain situations from their own perspective and understanding. Preoperational children also have a hard time understanding why banging on pots and pans or playing with a musical toy could increase their mother's headache when they're having so much fun.

According to Piaget, children in the Preoperational stage also believe that things are alive or have human characteristics because they grow or move, a style of thinking called Animism. For example, children may talk about cars like animals, as if they're growling or that they're hungry. Similarly, young children may blame chairs or toys for causing them to fall or trip. Finally, Piaget believes that children under the age of 4 don't have the ability to organize things into hierarchical categories. In other words, young children are unable to group items in larger sub-groups and smaller sub-groups based on similarities and differences.

Contemporary research suggests that Piaget's ideas about Preoperational children were not entirely correct; children in this stage of development vary greatly depending on their language skills, perceptual abilities, decision rules, and real-world knowledge. For example, when young children are tested using ideas and objects that are familiar to their everyday lives, they are better able to demonstrate their abilities. To illustrate: if a researcher uses a small number of objects (e.g., 3 instead of 6) to test conservation of number, 3-year-olds often notice that the number stays the same regardless of how it is arranged. Similarly, when young children are placed in a real world setting (e.g., their classroom), they are usually able to explain how other children (peers who sit in different seats) would see the room differently. Many young children can also group their toys into hierarchies (e.g., sorting animals vs. vehicles and then cars vs. trucks).

Contemporary developmental psychologists now believe that most children in Western cultures achieve conservation of number, length, mass and liquid between 6 and 7 years, even though conservation of weight may not occur until ages 8 through 10. Preoperational children often display egocentric thought, but, particularly toward the end of this stage, this style of thinking is not universal across all times and situations. Psychologists also think that animism is a way that children express their imagination and process how objects really work in a fashion that's easy for them to understand. Most children know that inanimate objects really aren't alive.

The next sub-stage in Piaget's Preoperational cognitive development stage is the Intuitive Thought sub-stage, which spans ages 4-7 years. Children in this substage of development learn by asking questions such as, "Why?" and "How come?" Piaget labeled this "intuitive thought" because he believed that children at this stage tend to be so certain of their knowledge and understanding that they are unaware of how they gained this knowledge in the first place (i.e., knowing by intuition).

Piaget also suggested that Intuitive Thinking children show a style of thinking he called "Centration". These children typically hone in on one characteristic of someone or something, and base their decisions or judgment on that one characteristic (rather than considering multiple characteristics). For example, a 4 yr. old who was asked to put blocks into groups might focus his or her attention on the color of the blocks instead of the shape or the material from which they are constructed. De-centering, combined with the concept of conservation (described above) are prerequisites to more sophisticated logical thinking abilities.

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Children in the Intuitive Thought substage also show many advances in cognitive skills. For example, young children shift from depending on magical beliefs to using rational beliefs to explain situations or events that they haven't encountered before. Very young children may explain that a new house "grew out of the ground," while older children understand that human beings put boards, bricks, and other materials together to build it.

Another large gain during this sub-stage is the ability to comprehend dual relationships. Children now understand that something can be both an object itself as well as a symbol for something else. For example, a stuffed toy dog is a fun, furry toy as well as a representation of living and toy dogs in general.

Once again, some critics suggest that Piaget's ideas about children are not entirely correct. Newer research raises questions about whether or not young children in this stage understand how they know what they know. However, current researchers do agree that children are seemingly sponges for soaking up new information during this period from all around their environment.

Even though several of Piaget's ideas have been "retooled" based on more contemporary research, his theories are still highly influential in the fields of developmental and educational psychology. His pioneering ideas provide researchers, clinicians, teachers, and parents with a framework for further understanding children's cognitive development.

The Information Processing model is another way of examining and understanding how children develop cognitively. This model, developed in the 1960's and 1970's, conceptualizes children's mental processes through the metaphor of a computer processing, encoding, storing, and decoding data.

By ages 2 to 5 years, most children have developed skills to focus attention for extended periods, recognize previously encountered information, recall old information, and reconstruct it in the present. For example, a 4-year-old can remember what she did at Christmas and tell her friend about it when she returns to preschool after the holiday. Between the ages of 2 and 5, long-term memory also begins to form, which is why most people cannot remember anything in their childhood prior to age 2 or 3.

Part of long-term memory involves storing information about the sequence of events during familiar situations as "scripts". Scripts help children understand, interpret, and predict what will happen in future scenarios. For example, children understand that a visit to the grocery store involves a specific sequences of steps: Dad walks into the store, gets a grocery cart, selects items from the shelves, waits in the check-out line, pays for the groceries, and then loads them into the car. Children ages 2 through 5 also start to recognize that there are often multiple ways to solve a problem and can brainstorm different (though sometimes primitive) solutions

Between the ages of 5 and 7, children learn how to focus and use their cognitive abilities for specific purposes. For example, children can learn to pay attention to and memorize lists of words or facts. This skill is obviously crucial for children starting school who need to learn new information, retain it and produce it for tests and other academic activities. Children this age have also developed a larger overall capacity to process information. This expanding information processing capacity allows young children to make connections between old and new information. For example, children can use their knowledge of the alphabet and letter sounds (phonics) to start sounding out and reading words. During this age, children's knowledge base also continues to grow and become better organized.

Metacognition, "the ability to think about thinking", is another important cognitive skill that develops during early childhood. Between ages 2 and 5 years, young children realize that they use their brains to think. However, their understanding of how a brain works is rather simplistic; a brain is simply a container (much like a toy box) where thoughts and memories are stored. By ages 5 to 7 years, children realize they can actively control their brains, and influence their ability to process and to accomplish mental tasks. As a result, school-age children start to develop and choose specific strategies for approaching a given learning task, monitor their comprehension of information, and evaluate their progress toward completing a learning task. For example, first graders learn to use a number line (or counting on their fingers) when they realize that they forgot the answer to an addition or subtraction problem. Similarly, children who are learning to read can start to identify words (i.e., "sight words") that cannot be sounded out using phonics (e.g.,

During early childhood, children's abilities to understand, to process, and to produce language also flourish in an amazing way. Young children experience a language explosion between the ages of 3 and 6. At age 3, their spoken vocabularies consist of roughly 900 words. By age 6, spoken vocabularies expand dramatically to anywhere between 8,000 and 14,000 words. During infancy and toddlerhood, young children are almost always able to understand far many more words than they can speak. However, with this language explosion, their expressive (spoken language) abilities start to catch up with their receptive (ability to comprehend language) skills.

As children move beyond using two word sentences, they start to learn and understand grammar rules. All English-speaking children follow a regular sequence when using these rules. For example, children first begin using simple plurals (cats) and possessive forms of nouns (Daddy's car). Then, they put appropriate endings on verbs (jump becomes jumped), use prepositions ("in the street"), articles ("the", "a", or "an"), various forms of the verb to be ("is", "are", "were", etc.), and so on.

In part, the explosion in expressive skills occurs because of the gains in attention and memory described above. Children become increasingly skilled at remembering and practicing the language modeled around them, as well as modifying word use based on other people's reactions. These skills can result in very embarrassing situations for parents, such as when Johnny repeats a swear word or undesirable comment at Sunday dinner at Grandma's that he heard from Dad Friday night. Caregivers should be especially careful not to encourage poor language choices, such as incorrect grammar or swear words, by laughing or making a game of them. Children may view this attention as approval and will often continue to use that word or phrase to obtain more attention in the future. For more information on encouraging appropriate language, see the discipline and guidance section in the Preoperational Stage Parenting article.

Beyond growing their vocabularies, young children start to expand their ability to use different forms of words (e.g., irregular verbs such as "She brought" instead of "She brang") and form more complex sentences. Between the ages of 2 and 5, children also refine their ability to pronounce words. However, they often make up words that they don't know and need. In contrast, school-age children start to speak more like adults; they can recognize basic grammar errors, put thoughts into question form, and begin including negative expressions such as "not coming" into their sentences

As they get older, children's use of language also becomes more mature and complicated. For example, children start to understand the use of basic metaphors based on very concrete ideas, such as the saying "hard as a rock". They also begin to tailor their speech to the social situation; for example, children will talk more maturely to adults than to same-age peers.

During early childhood, children's ability to understand language at a more complicated level also develops. Young children develop "Illocutionary Intent", or the ability to understand that a sentence may have meaning beyond the exact words being spoken. For example, with a very young child, Mom would have to say "Jennie, please bring me your cup," for Jennie to understand that Mom wanted Jennie to bring over the cup. With older children, Mom can say "Hmm...I need Jennie's cup so I can fill it with juice.....," and Jennie will understand that the true message is actually "bring me your cup".

By ages 5 to 7, young children can also understand and learn to use a word by being told its definition (rather than experiencing that word directly). In addition, children start to understand that words often have multiple meanings, opening up a whole new realm of humor and jokes that they will find amazingly funny. For example, "Did you hear about the pirate movie? It's rated R-r-r-r-r-r" may elicit a stream of giggles from a school-aged child.

**MORAL DEVELOPMENT IN  
EARLY CHILDHOOD**

# MORAL DEVELOPMENT

- **Morality is the ability to see the difference between right and wrong in intentions, thoughts, actions, and behavior.**
- **Moral development deals with the concepts of morality that a child learns from infancy through adulthood.**

# MORAL DEVELOPMENT

- Pre-schoolers begin to develop a conscience and start to feel “uncomfortable” or “guilty” if they do something wrong.
- At this stage, moral standards are inconsistent.
- Pre-schoolers show egocentric behavior and are often unable to take another person's point of view into consideration.

# **THEORIES OF MORAL DEVELOPMENT**

- 1. Piaget's Theory of Moral Development**
- 2. Kohlberg's Theory of Moral Development**
- 3. Skinner's Theory of Moral Development**

# Parents' Role in Moral Development of Children

- Motivate your child to act within the acceptable norms.
- Identify and acknowledge of the emotions in the early stages will help your child know you empathize with him.
- Praise your child whenever he acts positively and demonstrates morally correct behavior.
- Your children look up to you and follow you closely. So, be the role model they need you to be.

# How To Teach Moral Values To Children?

- Explain the morals that you think are of utmost importance.
- Teach your child how misbehavior affects others and how it might affect him too. For example: *“If you are lying, one day no one will believe you.”*
- Talk to your child about hypothetical situations where they will have to assess their thoughts and make a choice. Let’s say, *“Your friend is getting bullied, what would you do?”*

# How To Teach Moral Values To Children?

- **Teach that good morals have good consequences.**
- **Make sure that you, as a parent, keep your commitments and promises, and show kindness to your child.**
- **Be an example yourself or your child is likely to get confused.**
- **Make your child take up some moral development activities.**

**EMOTIONAL DEVELOPMENT IN  
EARLY CHILDHOOD -  
DEVELOPMENTAL NEEDS AND TASKS**

# EMOTIONAL DEVELOPMENT

- Understanding of others' emotions increasingly accurate.
- Emotional self-regulation improves
- More self-conscious emotions (shame, guilt) as self-concept develops
- Empathy, sympathy and prosocial behavior increase

# CHARACTERISTICS:

- Emotions are frequent. They express common emotions expressions like anger, joy, fear etc.
- Emotion related to concrete objects. Children need a concrete object for the occurrence of emotions.



# **Language Development In Early Childhood**

- **Language development is a critical part of a child's overall development.**
- **It supports a child's ability to communicate, and express and understand feelings.**
- **It supports their problem solving skills, and to helps them in developing better relationships.**
- **Learning to understand, use and enjoy language is the critical first step in literacy, and the basis for learning to read and write.**

# Infants (0-12 months)

- **Infants show interest in faces and sounds and practise their own voices, as the caregivers are able to identify such expressions and give them adequate responses, which justifies the statement that it is indeed through oral expression that humans develop and learn from premature stages.**
- **They provide children with opportunities to extend their vocalizations, and exercise turn taking, sensitive timing and groom them to listen and respond.**

**By the time children are 1, they :**

- 1. Will show objects to get our attention.**
- 2. Take turns in conversations.**
- 3. Enjoy listening to songs and nursery rhymes.**
- 4. Respond to common words such as 'no' and 'bye'.**

**To help the infants one could :**

- 1. Show positive reactions to their gestures and at the generally.**
- 2. Read books and stories to help them create an active imagination.**
- 3. Help the infants form a healthy body language, which grooms appropriate behavior.**

# Toddlers (1-3 years)

- **The period between 1 and 3, gives importance to communication and language, social competence and thinking and memory.**
- **Their development can be cared for by the parent's by sharing and enriching their narratives, creative games, story telling and teaching them literacy skills.**
- **Children learns the best through playful interactions rather than formal acquaintance.**

**By the time they are 3, they :**

- 1. Can understand simple phrases.**
- 2. Will give a toy to an adult on request.**
- 3. Talk about what they see and hear.**
- 4. Ask simple questions.**

**To help the toddlers, one could :**

- 1. Allow them to imitate conversations so that a firm verbal foundation can be built.**
- 2. Repetition is the key, so provide them with a good example.**
- 3. Set up a dramatic play, to understand their interests.**

# Young children (3 and 4 year olds)

- **Young children have increasing capacities for language and inquiry, increasing ability to understand another point of view, and are developing interests in representation and symbols, such as pictures, numbers and words.**
- **Children in this age group are likely to go back and forth in their developments according to their moods, but they'll be ready to cope against unpredictable and unlikely situations.**
- **The children's ability to plan and monitor their activities are evident in their developing awareness of themselves as learners.**

**By the time they are 4, most children :**

- 1. Use a vocabulary of a hundred words and normalize the usage of binaries.**
- 2. Play imaginative games.**
- 3. Take an interest in other children's games and join them.**
- 4. Start to recognize a few letters.**
- 5. Asks a lot of 'what', 'where', and 'why' questions.**
- 6. Can recognize their own written name.**
- 7. Can recognize some printed words.**
- 8. Can talk about what they've done and what they might do.**
- 9. Can be understood by unfamiliar adults almost all the time.**

**To help children aged 4 and below :**

- 1. Give them exposure to certain programs which would engage them and help them develop their oral, social and other skills.**
- 2. Teachers should introduce a very rich curriculum which would help them maneuver themselves.**
- 3. Teachers should also engage them in such activities such as cooking, gardening, composting and technological ventures.**
- 4. Small excursions could be held so as to provide an in-depth pruning to their education.**

# Young children (5-6 year olds )

- They have a wide vocabulary of nouns and verbs; can name familiar items and actions; and can state their purpose.
- All students who enter the school environment need to learn about a variety of conventions and routines of talking and listening (discourses) in a context that is unfamiliar to most of them.
- Classroom talk (apart from talk that is purely social) is usually directed towards a goal.
- Students are likely to engage in a classroom climate that values diversity of students' cultural experiences and language expertise.

**By the time they are 6, they :**

- 1. They use correct Grammar to talk about the past present and future.**
- 2. Can describe and ask questions about a picture and also put pictures into a sequence to tell a story.**
- 3. Are aware of the need to speak differently for different purposes in familiar situations.**
- 4. Can seek or give clarification on certain conversations.**
- 5. Begins to develop ideas with peers, but may need support to do this consistently.**

**To help children aged 6 and below :**

- 1. Oral language development can be incorporated into their daily program.**
- 2. Teachers can discuss the capabilities of the students with their parents at an early stage to let them know of their ward's performance and shortcomings.**
- 3. Students needing help could form a group with a supervisor and the teachers could give more time to them, to help them grow.**
- 4. Home-school partnerships can be done to smoothen the process of learning for them.**

Social development in early childhood

- **Social development refers to the process by which a child learns to interact with others around them.**
- **Social development most often refers to how a child develops friendships and other relationships, as well how a child handles conflict with peers.**

**There are some basic developmental milestones at every age...**

**During the first 2 years of life, huge amounts of development are rapidly occurring.**

- Smile and react positively to you and other caregivers**
- Develop stranger anxiety—though it can be frustrating, this is a normal step in development**
- Develop an attachment to a comfort object such as a blanket or animal**
- Begin to show anxiety around other children**
- Imitate adults and children—just as a child develops in other ways, many social skills are learned simply through copying what a parent or sibling does**
- Already be affected by emotions of parents and others around them**

# During the age of 2-4

Explore independently

- Express affection openly, though not always accurately—there can still be much frustration for your child as language development is still happening
- Still show some stranger anxiety
- Perfect the temper tantrum—it can be stressful, but tantrums are a normal part of child development
- Learn how to soothe themselves
- Be more aware of others' emotions
- Cooperate with other children
- Express fear or anxiety before an upcoming event (such as a doctor visit)

# 5 and above

--Thrive on friendships

– Want to please friends, as well as be more like their friends

– Begin to recognize power in relationships, as well as the larger community

– Recognize and fear bullies or display bully-like behavior themselves

– As early as 10, children may begin to reject parents' opinion of friends and certain behaviors—this is a normal step, but can be especially frustrating for parents

# Social development- Importance of Play

The development of play is an important milestone in early childhood.

Play holds a crucial role in providing a safe, caring, protective, confidential, and containing space where children can recreate themselves and their experiences through an exploratory process

Early childhood play can be understood by observing the elements of fantasy, organization, and comfort.

Fantasy, the process of make-believe, is an essential behavior the child engages in during pretend play

organization helps the child to structure pretend play into a story and to utilize cause-and-effect thinking

comfort is used to assess the ease and pleasure in the engagement in play

Mildred Parten Newhall in 1929 observed six different types of play.

- Unoccupied play- just observing
- Solitary play- alone
- Onlooker play- watches others at play
- Parallel play- child plays separately from others but close and mimicking their actions.
- Associative play- child interested in the people playing and not the activity, substantial amount of interaction
- Cooperative play- interested both in the people playing and the activity.

# Child Rights

# What is 'Child Rights' ?

- Children's rights are human rights.
- Children must enjoy the same human rights as everybody else - from the right to freedom of expression to the right to privacy. This means all human rights laws apply equally to children and adults.
- This means children have specific rights to help protect them from the threats, exclusions and discrimination they are vulnerable to.

- **right to childhood**
- **Right to survival, health and development**
- **Right to attend to educational institutions**
- **Right to participate**

# Children's Rights In India

- Right to health
- Right to education
- Right to Life.
- Right to protection and Freedom of expression.
- Right identity.

# ECCE

**Role of Parents, Teachers And Community**

# Role of Parents

- **Parents are teachers for life.**
- **Active participation in the education of their child enables the child to extend their learning beyond the classroom.**
- **Gives them an incentive to learn better.**
- **Makes the child more confident and happier.**
- **Improves the abilities of the child.**
- **Positively impacts the education of their child.**
- **Inculcating the ideas of having good friendships.**
- **Guiding them towards developing good ethics.**
- **Feeding them with moral values and empathy.**

# Role of teachers

**Saracho(1984) identifies the following roles**

- **Diagnostician- identify children's strengths and needs in planning the learning experiences**
- **Curriculum designer- use theories and practices of early childhood education to design the curricula for young children**
- **Organizer of instruction- long range and short range planning tp organize the classroom activities amd appropriate resources**

- **Manager of learning-** design a learning environment that provides relevant and interesting learning experiences.
- **Counselor/Advisor-** interact with children to give them care taking emotional support, instructional guidance and socialization skills.
- **Decision maker-** carry out a variety of decisions about children, materials, activities and goals.

# **Role of community**

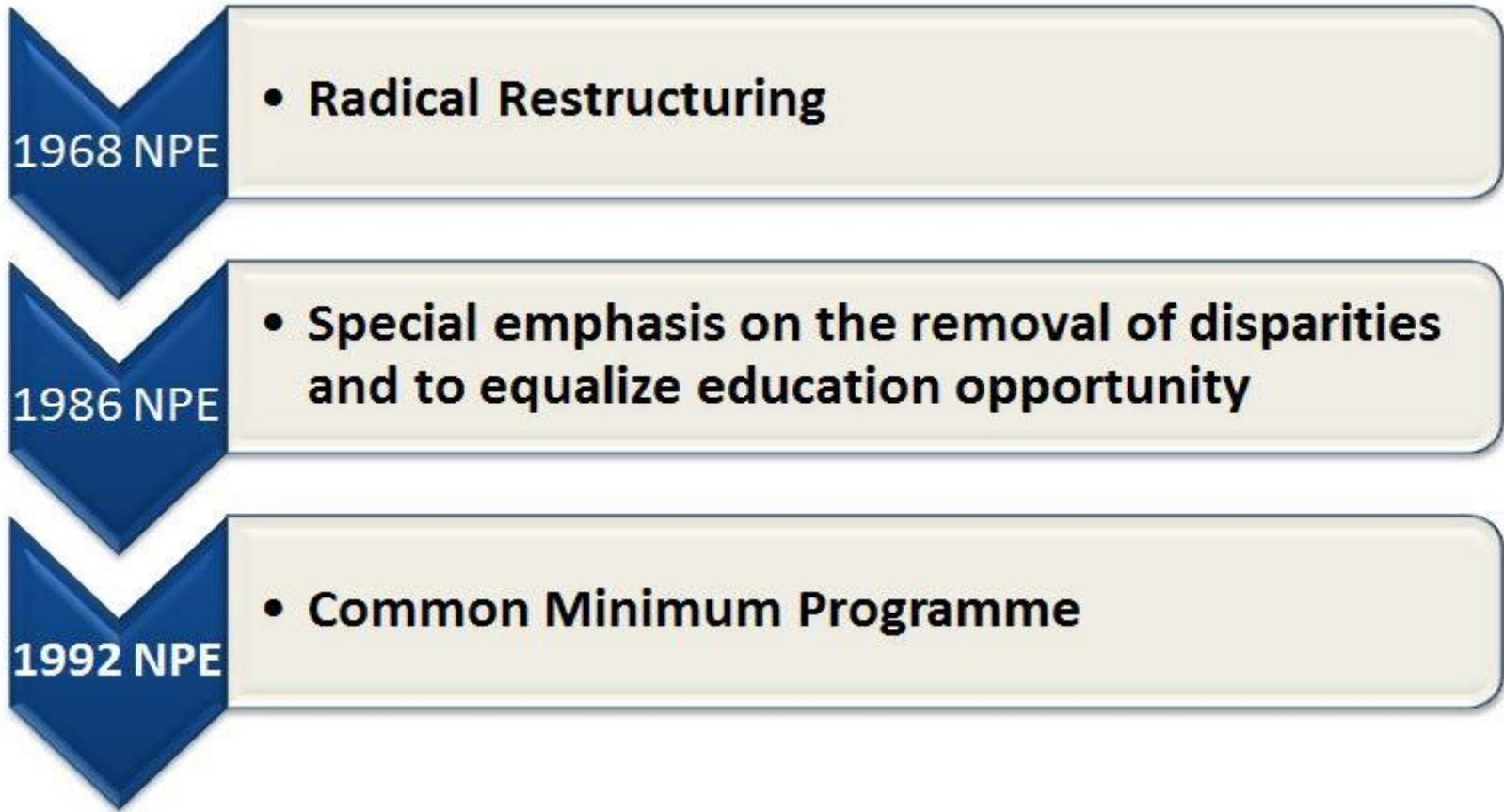
## 2 Marks Questions

M Ed. IV. Sem. MED 14.1 Early Childhood Care and Education

## Module 2

# **ECCE: Policies and Perspectives**

NATIONAL POLICY  
ON EDUCATION  
(1968, 86, 92 & 2019)



1968 NPE

- **Radical Restructuring**

1986 NPE

- **Special emphasis on the removal of disparities and to equalize education opportunity**

1992 NPE

- **Common Minimum Programme**

# National policy in 1968

**The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India.**

- The first NPE was promulgated in 1968 by the government of Prime Minister Indira Gandhi**

# **NPE -1986**

**The features are:**

- 1. The Essence and Role of Education**
- 2. National System of Education**
- 3. Education for Equality**
- 4. Re-organisation of Education of Different Stages**
- 5. Technical and Management Education**
- 6. Making the System Work**
- 7. Reorienting the Content and Process of Education.**

## **The Essence and Role of Education:**

**1. All-round Development:**“In our national perception education is essential for all, as it is fundamental to our all round development—material and spiritual”.

### **2. Acculturating Role:**

**Education has to play an acculturating role as it refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit—thus furthering the goals of socialism, secularism and democracy enshrined in our constitution.**

**3. Man-power Development: Education develops man-power for different levels of national economy. It is also the substrata on which research and development flourish, being the ultimate guarantee of national self-reliance.**

**4. A unique Investment: Education is a unique investment in the present and the future for all round development of nation in all its manifestations.**

## **National System of Education:**

- **“The concept of a ‘National System of Education’ implies that, up to a given level, all students, irrespective of caste, creed, location or sex have access to education of a comparable quality. To achieve this end, the government will initiate funded programmes. Effective measures will be taken in the direction of the common school system recommended in 1968 policy”.**
- **Common Educational structure:It envisages a common educational structure i.e. 10 + 2 + 3 which was recommended by Kothari Commission**

**The following common scheme of studies has been suggested in the national curriculum framework:**

- (i) One language at primary level and three languages at the upper primary and secondary level,**
- (ii) Mathematics,**
- (iii) Environmental studies—science and social sciences,**
- (iv) Work-experience/S.U.P.W., pre-vocational courses,**
- (v) Art education, and**
- (vi) Health and physical education.**

## **. Equality of Opportunity of Education**

**Minimum Levels of Learning:**

**Understanding of Cultural and Social Systems:**

**International Understanding:**

**Inter-regional Mobility:**

**Pooling of Resources:**

**Priorities of Educational Reforms:**

**Life-long Education:**

**Strengthening of National Institutions:**

## **1. Early Childhood Care and Education:**

**For all-round development of child nutrition, health, social, mental, physical, moral and development, early childhood care and education will be accorded top priority and will be with Integrated Child Development Services Programme, wherever possible. Day care s will be provided as a support service for universalisation of primary education.**

**i) Programmes of ECCE will be child-centred, focused around play and individuality of the child. Formal methods and 3 R's will be out of place and local community will be involved in these programmes,**

**(ii) A full integration of child care and pre-primary education will be brought about, both as a feeder and a strengthening factor for primary education and for human resource development in general.**

## **NPE -1992 / POA & ECCE**

- **The National Policy on Education (NPE) has given a great deal of importance to Early Childhood Care and Education (ECCE). It views ECCE as a crucial input in then strategy of human resource development (HRD), as a feeder and main programme for primary education and as a support service for working women of tile disadvantaged sections of the society.**

- **It has also taken into account the-holistic nature of ECCE and has pointed out the need for organising programmes for & the all-round development of the child. It specifically focuses on the need for early care and stimulation of children belonging to & the vulnerable sector. Since the age span covered by ECCE is &from conception to 6 years emphasis has been given to a child-centred approach, play way and activity based learning in place of formal methods of teaching and early introduction of the three R' s. The importance of community involvement has also been highlighted. Emphasis has been given to establishing linkages between Integrated Child Development, Service (I CDS) and other ECCE programmes**

Realising the crucial importance of rapid physical and mental growth during early childhood, a number of programmes of ECCE were started particularly after the NPE for Children in 1974

The existing ECCE Programmes include;

(i) ICDS.

(ii) Scheme of assistance to voluntary organisations for conducting Early Childhood Education (ECE) centres.

(iii) Balwadis and day-care centres run by voluntary agencies with Government's assistance

iv) Pre-primary schools run by the State Governments, Municipal Corporations and other governmental and non-government agencies.

(v) Maternal and child health services through primary health centres and sub-centres and other agencies.

# TARGETS AND PHASING

- The aim of ECCE is that every child should be assured access to the fulfilment of all basic needs. As such efforts will be made towards universalisation of ICDS by A.D.2000. By the end of the Eighth Plan.
- 3. 75 lakh Anganwadi centres would be established
- Anganwadis will be gradually converted into Anganwadis-cum-creches. By the end of Eighth Plan, 25 percent of Anganwadis will be converted into Anganwadis-cum-creches. Qualitative improvement of ongoing ECCE programmes would receive high attention.

# STRATEGY OF IMPLEMENTATION

The ECCE involves the total development of child, i.e. physical, motor, cognitive, language, emotional, social and moral. The age span under consideration in ECCE is from conception to about 6 years. development process during this period includes care of mother during pregnancy hygienic and skilled birth attendance, nutritional care of mother during lactation. correct infant feeding practices, immunization of infant from communicable diseases, mothers' education in the child . care, early childhood stimulation, and health and nutritional support throughout

- ❖ Community and parental participation will be enlisted wherever possible in resource mobilisation, planning and implementation
- ❖ The role of capable voluntary agencies will be emphasized to create a wide and rich network of resources for ECCE
- ❖

# Anganavadies /icds

ICDS: The following initiatives that have been introduced will be continued and strengthened : (i) Assigning each Anganwadi Workers' Training Centre the responsibility of developing at least 20-25 Anganwadi Centres so as to provide the trainees with adequate field practice.

(ii) Placing trainees for a minimum of one month in the Anganwadis for practical training

(iii) Development of instructional materials for use of trainers and the trainees. Providing materials for children-picture books, picture posters, minimum essential play materials to all Anganwadis and replenishing them periodically.

## Effort also made by ICDS

- : (i) To orient trainers, supervisors and CDPOs through refresher courses in pre-school education component and through field training both at pre-service and in-service levels,
- (ii) to convene periodic workshops for functionaries of related programmes to optimise resources and strengthen programme linkages,
- (iii) to develop a small percentage of Anganwadis as day-care centres, and
- (iv) to effect convergence of services and functions of ICDS and other related schemes.

# Recommendations for balavadies

- (i) Adding nutrition component with parent/ community assistance.
- (ii) Provision for training the personnel.
- (iii) Supply of educational materials for children.
- (iv) Using play-way method and discouraging early teaching of the three R • s
- (v) System of monitoring.

# Recommendations for Pre-primary schools

Pre-primary schools and classes: They essentially focus on education. Therefore, they require

(i) Adding Components of nutrition with community/ parent participation

(ii) Discouraging the early introduction of the three R's,

(iii) Using play way method.

iv) Developing a relationship between home and community: . . .

(v) Discouraging entrance tests for admission.

# Day Care Centers: - recommendation

The creches /daycare centres The following requirements will be ensured:

- (i) Timing : co-terminus with school working hours or mother's working hours
- (ii) .adequate Safe and hygienic space
- (iii) Adequate child \_worker ratio
- (iv) Safe drinking water ·
- (v) ·Supplementatyniltrition

vi). Paramedical care under medical supervision . . .

(vii) Minimum equipment including linen and cradles

(viii) Toys and play materials

(ix) Training and supervision for workers

**National Curriculum  
Framework 2005  
(NCF 2005)**

- **NPE 1986, assigned a special role to NCERT in preparing and promoting NCF.**
- **Yash Pal Committee Report, 'Learning without Burden' (1993) observes that learning has become a source of burden and stress on children and their parents.**

- **Considering these observations, Executive Committee of NCERT decided at its meeting of July 14, 2004, to revise the National Curriculum Framework.**
- **The process of development of NCF was initiated in November, 2004 by setting up various structures like National Steering Committee Chaired by Prof. Yash Pal and twenty-one National Focus Groups on themes of curricular areas, systemic reforms and national concerns.**

- **Wide ranging deliberations and inputs from multiple sources involving different levels of stakeholders helped in shaping the draft of NCF.**
- **The draft NCF was translated into 22 languages listed in the VIII Schedule of the Constitution. The translated versions were widely disseminated and consultations with stakeholders at district and local level helped in developing the final draft.**
- **The NCF was approved by Central Advisory Board on Education in September 2005**

# **Vision and Perspective**

- **To uphold values enshrined in the Constitution of India**
- **To reduce of curriculum load**
- **To ensure quality education for all**
- **To initiate certain systemic changes**

# Guiding Principles

- **Connecting knowledge to life outside the School**
- **Ensuring that learning is shifted away from rote methods**
- **Enriching curriculum so that it goes beyond Text Book**

# Guiding Principles

- Making Examination more flexible and non-threatening
- Discuss the aims of education
- Building commitment to democratic values of equality, justice, secularism and freedom.

# **Focus on child as an active learner**

- **Primacy to children's experience, their voices and participation**
- **Needs for adults to change their perception of children as passive receiver of knowledge**
- **Children can be active participants in the construction of knowledge and every child come to with pre-knowledge**

# **Focus on child as an active learner**

- **Children must be encouraged to relate the learning to their immediate environment**
- **Emphasizes that gender, class, creed should not be constraints for the child**
- **Highlights the value of Integration**
- **Designing more challenging activities**

# **Curricular areas, school stages and Assessment**

- **Recommends significant changes in Maths, Natural Sciences, Social Sciences**
- **Overall view to reduce stress, make education more relevant, meaningful**

# Languages

- To implement 3-language formula
- Emphasis on mother tongue as medium of instruction
- Curriculum should contain multi-lingual proficiency only if mother tongue is considered as second language
- Focus on all skills

# Mathematics

- Teaching of Mathematics to focus on child's resources to think and reason, to visualize abstractions and to solve problems.

# Sciences

- **Teaching of science to focus on methods and processes that will nurture thinking process, curiosity and creativity.**

# **Social Sciences**

- **Social sciences to be considered from disciplinary perspective with rooms for:**
- **Integrated approach in the treatment of significant themes**
- **Enabling pedagogic practices for promoting thinking process, decision making and critical reflection.**

# **Draws attention on four other areas**

**a. Art Education: covers music, dance, visual arts and theatre which on interactive approaches not instruction aesthetic awareness and enable children to express themselves in different forms.**

**b. Health and Physical Education: Health depends upon nutrition and planned physical activities.**

# **Draws attention on four other areas**

**c. Education for Peace: As a precondition to snub growing violence and intolerance**

**d. Work and Education: As it can create a social temper and agencies offering work opportunities outside the school should be formally recognized.**

# **School and Classroom environment**

- **Critical pre-requisites for improved performance – minimum infrastructure and material facilities and support for planning a flexible daily schedule**
- **Focus on nurturing an enabling environment**
- **Revisits tradition notions of discipline**
- **Discuss needs for providing space to parents and community**

# **School and Classroom environment**

- Discuss other learning sites and resources like Texts and Books, Libraries and laboratories and media and ICT
- Addresses the need for plurality of material and Teacher autonomy/professional independence to use such material.

# **Systemic Reforms**

- **Covers needs for academic planning for monitoring quality**
- **Teacher education should focus on developing professional identity of the Teacher**
- **Examination reforms to reduce psychological stress particularly on children in class X and XII**

# **Examination reforms highlight**

- **Shift from content based testing to problem solving and competency based assessment**
- **Examinations of shorter duration**
- **Flexible time limit**
- **Change in typology of questions**
- **No public examination till class VIII**
- **Class X board exam to be made optional (in long term)**

# **Teacher Education Reforms emphasize on preparation of teacher to**

- **View learning as a search for meaning out of personal experience, and knowledge generation at a continuously evolving process of reflective learning.**
- **View knowledge not as an external reality embedded in textbooks, but as constructed in the shared context of teaching-learning and personal experience.**

# **Guidelines for Syllabus Development**

**1. Development of  
syllabi and  
textbooks based on  
following  
considerations**

- **Appropriateness of topics and themes for relevant stages of children's development**
- **Continuity from one level to the next**
- **Pervasive resonance of all the values enshrined in the constitution of India the organization of knowledge in all subjects**
- **Inter-disciplinary and thematic linkages between topics listed for different school subjects, which falls under different discrete disciplinary areas.**

- **Linkage between school knowledge and concern in all subjects and at all levels**
- **Sensitivity to gender, caste, class, peace, health and need of children with disability**
- **Integration of work related attitudes and values in every subject and all levels**
- **Need to nurture aesthetic sensibility and values**

**2.Linkage between school and college syllabi, avoid overlapping**

**3.Using potential of media and new information technology in all subjects**

**4.Encouraging flexibility and creativity in all areas of knowledge and its construction by children.**

# **Development of Support Material**

- **Audio/video programmes on NCF-2005 and textbooks**
- **Source-book on learning assessment**
- **Exemplar problems in Science and Mathematics**
- **Science and Mathematics kits**
- **Teachers' handbooks and manuals.**

# **Development of Support Material**

- **Teacher Training Packages.**
- **Developed syllabi and textbooks in new areas such as Heritage Craft, Media Studies, Art Education, Health and Physical Education, etc.**
- **Taken various initiatives in the area of ECCE (Early Childhood Care Education), Gender, Inclusive Education, Peace, Vocational Education, Guidance and Counseling, ICT, etc.**

# Overall Evaluation

**NCF 2005 highlights  
the following  
aspects:**

- The value of Interaction with environment, peers and older people to enhance learning.
- That learning task must be designed to enable children to seek knowledge other than text books.
- The need to move away from “Herbartian” lesson plan to prepare plans and activities that challenge children to think and try out what they are learning.

## **2 Marks Questions**

- **Expand NCF**
- **Expand NCFTE**

## **5&15 marks questions**

- **Comment on the aims/goals in National curriculum framework 2005?**
- **What are the major recommendations of NCF 2005 to uplift or to improve school education?**
- **Critically evaluate the recommendations of NCF 2005?**
- **Mention the vision and perspectives of NCF 2005?**
- **Write a short note on NCF 2005**
- **What are the salient features of NCF?**

**National Curriculum  
Framework for  
Teacher Education  
(NCFTE 2009)**

- **National Curriculum Framework for Teacher Education (NCFTE 2009) is an attempt to improve Teacher Education in India and to prepare ideal, innovative , humane and affectionate teachers.**

- **The framework is an endeavor towards qualitative and quantitative improvements that could be achieved in educating teachers at school, graduate, post-graduate, doctoral and post- doctoral levels.**

- **The NCFTE is an inspiring vision of teacher education, covering both pre-service and in-service teacher education, as well as preparation of teacher educators.**

# **Objectives of NCFTE 2009**

**1. To enable the prospective teachers to understand the nature, purpose and philosophy of secondary education.**

**2. To develop among teachers an understanding of psychology of their pupils.**

**3. To enable them to understand the process of socialization**

**4. To equip them to acquire competencies relevant to stage specific pedagogy curriculum development, its transaction and evaluation.**

**5. To enable them to make pedagogical analysis of the subjects they are to teach at the secondary stage.**

**6. To develop skills for guidance and counselling.**

**7. To enable them to foster creative thinking among pupils for reconstruction of knowledge.**

8. To acquaint them with factors and forces affecting educational system and classroom situation.

9. To acquaint them with educational needs of special groups of pupils.

10. To enable them to utilize community resources as educational inputs.

11. To develop communication skills and use the modern information technology.

12. To develop aesthetic sensibilities.

13. To acquaint them with research in education including action research

## Major Shifts Needed in Teacher Education:-

From	To
Teacher-centric, stable designs	Learner-centric, flexible process
Teacher directions and decisions	Learner autonomy
Teacher guidance and monitoring	Facilitates, supports and encourages learning
Passive reception in learning	Active participation in learning
Learning within the four walls of the classroom	Learning within the wider social context
Knowledge as 'given' and fixed	Knowledge as it evolves and is created
Disciplinary focus	Multidisciplinary focus
Linear exposure	Multiple and divergent exposure

# CHAPTERS

- ❑ Chapterization of NCFTE 2009 is as follows :
- ❑ Chapter - 1 : Context , concerns and Vision of Teacher Education.
- ❑ Chapter - 2 : Curricular Areas of initial teacher preparation.
- ❑ Chapter -3 :Transacting the curriculum and evaluating the developing teacher.
- ❑ Chapter - 4 : Continuing Professional Development and Support for In Service teachers.
- ❑ Chapter - 5 : Preparing teacher educators.
- ❑ Chapter - 6 : Implementation strategies.

# Education of Teacher Educators – Basic Issues Highlighted by NCFTE 2009

## 1. Teacher Educators and School Education:

- ▣ Engage would be teachers with the larger socio political context .
- ▣ Bring into the Teacher Education curriculum and discourse trainees own assumptions and to reflect upon their own position.
- ▣ Engage theory along with field experiences to view knowledge not as external but actively constructed during learning.
- ▣ Provide opportunity for trainees for reflection and independent study.

## **2. Stage specificity in the preparation of Teacher Educators**

- ❑ Generally those who function as teacher educators don't possess stage specific professional training.
- ❑ Paradox is teachers are trained for specific levels of schooling, teacher trainers are not.
- ❑ It was taken granted that existing arrangements for teacher preparation at different stages would do as well for teacher educators as well. Ex. B.Ed. for E.T.E and M.Ed. For Sec. Teacher educators.
- ❑ M.Ed. Degree cannot meet the requirements of primary teacher training unless it is redesigned to impart the needed focus.

# RECOMMENDATIONS

1. International Seminar on Pre Service Elementary Teacher Education- 2-4 Feb., 2010 at NCERT , Delhi.
  - ▣ Align preparation with the spirit of NCF, 2005 so that classrooms have happier and actively learning children.
  - ▣ Re-visit the quality of elementary teacher preparation programmes including curriculum, transaction and assessment.
  - ▣ Build networks amongst institutes, schools and resource institutes.

- ▣ Modification of the current M.Ed. Programme to allow multiple entry points .
- ▣ Teacher educators for pre primary, primary and secondary education need to have separate programmes for preparation.
- ▣ 2 year M.Ed. Elementary programme.
- ▣ Current M.A./M.Sc. Programmes extended to include pedagogy courses and school experience component.
- ▣ Teachers of the schools need to be trained in the concept of effective mentoring.

- ▣ Make pre – service teacher preparation part of higher education system. It should be a degree and not a certificate or diploma.
- ▣ Work upon NCFTE which promotes teacher as the enabler of a positive learning environment rather than source of all knowledge.

# SUGGESTIONS

- ❑ Systematic admission procedure.
- ❑ Teacher Aptitude Test should be there.
- ❑ Teacher education curriculum should be upgraded.
- ❑ B.Ed.programmes have become weak in theory and practice, so its duration should be increased into two years.
- ❑ School Internship should be increased to six months.

# CONCLUSION

- ▣ NCFTE 2009 promises to translate the vision into reality and prepare humanistic and reflective teachers that has potential to develop ,more professional teachers and improve the quality of education.
- ▣ Teacher educators should be able to engage in thinking and reflection and be committed to continuous learning and development of their knowledge to keep abreast of latest researches, innovations and improvement in process of education.

# **5&15 Marks Questions**

- **What are the objectives of NCFTE 2009?**
- **Discuss the recommendations of NCFTE 2009?**
- **Critically evaluate the recommendations of NCFTE 2009?**
- **Write a short note about NCFTE 2009**

# **ECEE in Global perspective**

## **What is the UN Convention on the Rights of the Child?**

**The UN Convention on the Rights of the Child is a comprehensive, internationally binding agreement on the rights of children, which was adopted by the United Nations General Assembly in 1989. It is the most widely ratified human rights treaty in history: all countries have ratified it with the exception of the United States of America and Somalia.**

- ★ **A child is defined in the UN Convention as a person under the age of 18 years. The UN Convention acknowledges the family as the fundamental unit of society. It stresses the role of parents as the primary care-givers with responsibility for the up-bringing of their children and obliges governments to support parents in fulfilling their essential role.**
- ★ **The UN Convention consists of 41 articles, each of which details a different type of rights.**
- ★ **These rights are not ranked in order of importance**

## These articles grouped together under the following themes:

- **Survival rights:** include the child's right to life and the needs that are most basic to existence, such as nutrition, shelter, an adequate living standard, and access to medical services.
- **Development rights:** include the right to education, play, leisure, cultural activities, access to information, and freedom of thought, conscience and religion.
- **Protection rights:** ensure children are safeguarded against all forms of abuse, neglect and exploitation, including special care for refugee children; safeguards for children in the criminal justice system; protection for children in employment; protection and rehabilitation for children who have suffered exploitation or abuse of any kind.

- **Participation rights:** encompass children's freedom to express opinions, to have a say in matters affecting their own lives, to join associations and to assemble peacefully. As their capacities develop, children should have increasing opportunity to participate in the activities of society, in preparation for adulthood.

## Four General Principles

- ★ **That all the rights guaranteed by the Convention must be available to all children without discrimination of any kind (Article 2);**
- ★ **that the best interests of the child must be a primary consideration in all actions concerning children (Article 3);**
- ★ **that every child has the right to life, survival and development (Article 6);**
- ★ **that the child's views must be considered and taken into account in all matters affecting him or her (Article 12).**

# ARTICLES

. **Article 1** (Definition of the child) The Convention defines a 'child' as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. The Committee on the Rights of the Child, the monitoring body for the Convention, has encouraged States to review the age of majority if it is set below 18 and to increase the level of protection for all children under 18.

**Article 2** (Non-discrimination) The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

**Article 3 (Best interests of the child) The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers**

**Article 4 (Protection of rights) Governments have a responsibility to take all available measures to make sure children's rights are respected, protected and fulfilled. When countries ratify the Convention, they agree to review their laws relating to children.. This involves assessing their social services, legal, health and educational systems, as well as levels of funding for these services**

**Article 5 (Parental guidance) Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly. Helping children to understand their rights does not mean pushing them to make choices with consequences that they are too young to handle. Article 5 encourages parents to deal with rights issues "in a manner consistent with the evolving capacities of the child". The Convention does not take responsibility for children away from their parents and give more authority to governments. It does place on governments the responsibility to protect and assist families in fulfilling their essential role as nurturers of children.**

**Article 6 (Survival and development) Children have the right to live. Governments should ensure that children survive and develop healthily.**

**. Article 7 (Registration, name, nationality, care) All children have the right to a legally registered name, officially recognized by the government. Children have the right to a nationality (to belong to a country). Children also have the right to know and, as far as possible, to be cared for by their parents.**

**Article 8 (Preservation of identity)** Children have the right to an identity – an official record of who they are. Governments should respect children's right to a name, a nationality and family ties.

**Article 9 (Separation from parents)** Children have the right to live with their parent(s), unless it is bad for them. Children whose parents do not live together have the right to stay in contact with both parents, unless this might hurt the child.

**Article 10 (Family reunification)** Families whose members live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

**20. Article 11 (Kidnapping)** Governments should take steps to stop children being taken out of their own country illegally. This article is particularly concerned with parental abductions. The Convention's Optional Protocol on the sale of children, child prostitution and child pornography has a provision that concerns abduction for financial gain

**Article 12 (Respect for the views of the child) When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account. This does not mean that children can now tell their parents what to do. This Convention encourages adults to listen to the opinions of children and involve them in decision-making -- not give children authority over adults**

M Ed. IV. Sem. MED 14.1 Early Childhood Care and Education

## Module 3

# **Curriculum for Pre-school Education– Strategies/Approaches and Resources**

- ❑ Different types of preschool curriculum-Montessori,Kindergarten,Balwadi and Anganwadi centers-General principles to curricular approaches activity based/play way,child centered,theme based,holistic,joyful,inclusive using storytelling,puppetry, musical and rhythmic exercises,dramatization,role play,art activities,indoor and outdoor play ,field trip and explorations as methods in primary and early primary stages
- ❑ Local specific community resources-human and material and their integration to curricular activities;preparation and use of learning and play materials-principles and characteristics
- ❑ Measures for early intervention of children with special needs-training of ECCE workers
- ❑ Role of family and Society in providing ECCE for children with special needs

# Montessori Curriculum

The Montessori method of learning focuses more on individual learning where students are allowed to learn at their own pace which promotes a healthy learning environment for kids in general.

- Maria Montessori: first woman physician in Italy
- 1907: Casa di Bambini in slums of Rome
- Prepare retarded children for productive work



# Montessori method

- Based on careful observation
- Emphasis on practical learning
- Prepared child-friendly environment
- No dramatic play
- Self-discovery and self-pacing
- Self-correcting activities
- Mixed-age classrooms
- Not trademarked
- Emphasis on indoors, small motor activities
- Solitary learning

# What Is the Kindergarten Curriculum?

In kindergarten, students learn and begin to develop numerous fundamental skills that can have a lasting impact on them well into their adult years. Kindergarten marks the start of your child's academic career.

Kindergarten learning activities help students develop a number of behavioral, social and cognitive skills like sitting and paying attention, focusing on a task, and working with others.

## Language Arts Skills

Child's speech will become more structured and understandable before kindergarten, and reading and writing skills will emerge and advance.

- Developing an awareness of letters, Recognizing that letters have specific sounds
- Awareness of the relationship of “letters to words” and “words to sentences”
- Developing a basic vocabulary set by listening to and identifying unknown words in stories
- Recognizing basic sight words in text

## Math Skills

Learn the names of numbers and how to count them in sequence. They should also be able to count objects and begin an introduction to geometry by learning to recognize and name shapes such as triangles, rectangles, circles, and squares.

## Science

Through interactive activities, fun songs, and hands-on projects, the award-winning curriculum introduces students to a number of concepts including:

- Living/Non Living Things
- Energy Sources
- Heat Energy
- Animals
- Exploring the Universe

## Other Skills:

Children also learn science, social science, and usually art, music, health and safety, and physical education.

Socialization skills, such as taking turns, waiting to be called on by the teacher, and being kind to others, are also emphasized in most kindergarten classes.



# ANGANAWADI

- Anganwadi mean(an central area in and around the house where most of the social activities of the household takes place).
- Anganwadi is a type of rural mother and child care centre in India,it is government sponsored
- They were started by the Indian government in 1975 as part of the Integrated Child Development Services program to combat child hunger and malnutrition.
- Anganwadi means means "courtyard shelter" in Indian languages.
- It caters to children in the 0-6 age group.

- A typical Anganwadi centre provides basic health care in Indian villages.
- It is a part of the Indian public health care system.
- Basic health care activities include contraceptive counseling and supply, nutrition education and supplementation, as well as pre-school activities.
- These centres provide supplementary nutrition, non-formal pre-school education, nutrition and health education, immunization, health check- up and referral services of which later three services are provided in convergence with public health systems

# Functions

- The basic job of Anganwadi workers is extremely important and needs to be carried out in the most efficient manner possible.
- They need to provide care for newborn babies and ensure that all children below the age of 6 are immunized.
- They are expected to provide antenatal care for pregnant women and ensuring that they are immunized against tetanus. In addition to this they provide post-natal care to nursing mothers.
- Since they primarily focus on poor and malnourished groups, they provide supplementary nutrition to children below the age of 6 and nursing and pregnant women.

# Benefits

India is a country suffering from overpopulation, malnourishment, poverty and high infant mortality rates. To counter the health and mortality issues there is a great need for medical and health care experts.

Unfortunately India has a shortage of skilled professionals. Therefore, through the Anganwadi system, the country is trying to meet its goal of enhanced health facilities that are affordable and accessible for local populations.

# Balwadi

Balwadi is a rural pre - primary school run economically but scientifically and using as many educational aids as possible. It is a kindergarten programme for children in the age group of 3 to 6 years. It helps in identifying children who are ready for school admission and prepares them for schooling. Balwadi is one of the four major programs of Door Step School

## DEFINITION OF BALWADI

A place where, the children in the age group of 2 ½ to 5 years receive pre- primary education. The balwadi teachers are usually local women.

- Besides the education and recreational activities there are other regular programmes such as monthly meetings of the parents in which the parents are educated about childcare, health and nutrition etc.
- Other cultural programmes which the balwadi children celebrate are Independence Day, Children's Day, Teachers' Day, etc. Also, every year a Sports Day is held and in some areas children are taken out on annual picnics.
- The Mahila Mandals run these balwadis.
- The children pay a nominal fee through which the teachers' stipend and other expenses are paid.
- Once the children reach the age of 5, they can be admitted to schools.

# The special features of the balwadis are:

- The village community manages the centre and provides a room and land for it.
- Free mid-day meals are not provided in the balwadis. Instead, parents are requested to send tiffin (lunch) with their children which is then shared at mealtime.
- This is in keeping with our policy of minimum money inputs and supports the concept of self sufficiency in the village.
- Communities are motivated to grow cereals, vegetables and fruits locally and a support system is provided to this happen in the village. Also, the sharing of food amongst the children helps break down caste barriers.

# Activities

## 1. Preparation for what's ahead

- The Balwadi program is geared to get children prepared for a more formal education process.
- We stress regular attendance for 2 hours at a stretch and participation in class, which we believe, builds children's attention span and instils in them a habit of attending school.

## 2. Informal Learning Process

- Kids are taught a variety of nursery rhymes, which builds their vocabulary of English.
- They learn shapes and colours through songs, pictures and toys.
- They also learn values and social skills
- Children learn the alphabet and are introduced to numbers.
- These children are known to perform better in mathematics later in school.

## 3. Special Programs

- Children learn about culture by celebrating various festivals.
- They also enjoy picnics and other events

# General principles to curricular approaches

## ❑ Play-way method

Play-way method of learning is a complete package that enables overall development of the child by developing in terms of feelings, intellect and skills parameters.

It not only focuses on subjective development but the emotional development of the child as well. In this method of learning, playing acts as the driving force as the entire learning method revolves around activity-based learning. It encourages expression and creative skills among children.

# Principles of Play-way method



- A practical approach helps in easy learning for the child.
- The complete atmosphere of freedom is conducive for learning.
- The customized method designed and adopted should suit the needs of the child.
- Learning methods used should be related to real life rather than books.
- This method provides a plethora of opportunities for the child to express themselves.

## Why Play-way method???

- It turns entire learning into fun element by involving play in it.
- It develops the feeling of satisfaction among children.
- Every child is given equal exposure and ample of opportunities for learning and participation.
- Along with knowledge, it inculcates various other skills in a child.
- It helps children to connect with peers and teachers easily.
- It facilitates the overall and holistic development.

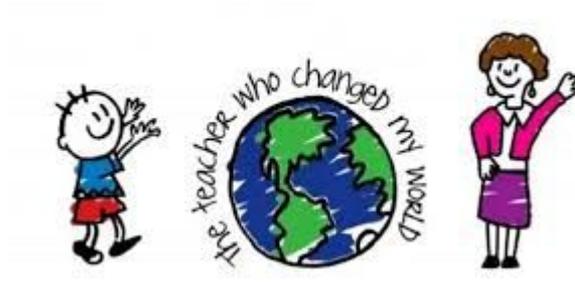
## ❑ **Child-Centered Approach**

There are many definitions and descriptions and for this reason it's largely misunderstood. Differing from traditional kindergarten, a child-centered approach encourages children to take learning into their own hands, as opposed to being directed or prompted by a teacher.

Children take responsibility for making choices about what they will learn and explore. Teachers listen for cues and watch interests develop to create an appropriate curriculum for each individual. This method is also sometimes referred to as play-based.

## ❏ Theme Based Approach

The Theme Based Approach is a way of teaching and learning, whereby many areas of the curriculum are connected together and integrated within a theme. Using themes while working with young children has been popular since John Dewey, an American philosopher, psychologist, and educational reformer first proposed that the curriculum should be related to real-life experiences.



- Thematic units are common in preschool classes since preschool children learn through interactive, hands-on activities.
- Thematic units are mainstream among kids and educators alike. What numerous early childhood instructors don't understand is that the utilization of thematic units gives a coordinated way to deal with educating and learning.
- Children are able to relate to real-world experiences and build on prior knowledge of a topic.
- Thematic units also help teachers with a paving way to facilitate learning for each child who has his/her own way of learning things.

## Holistic approach

- The holistic approach as the name suggests covers a wide range of skills, teaching tools, goals & aspirations for children's learning that extends well beyond academic learning into the fields of social, artistic, physical, spiritual & emotional development of a child.
- It creates experiences and opportunities for the kids to explore. It requires the kids to be an active participant and the one which challenges the kids to think critically.
- The biggest benefit of the holistic approach isn't just about mental development, but it also revolves around the psychological, social, emotional, and spiritual growth of a child.
- It helps children to develop their overall skills and build their strengths.

## ☐ Joyful



Studies show that when we provide joyful learning environments and experiences for our students, we can improve engagement, motivation, and learning outcomes.

In joyful learning, teachers give students time to theorise, problematise, discover and re-develop their understanding. This is built on the belief that our students are inherently capable of demonstrating their intelligence and understanding of the world and their place in it, in many different ways.

# Other Creative Activities

## ❑ Storytelling

**Storytelling** describes the social and cultural activity of sharing stories, sometimes with improvisation, theatrics or embellishment. Every culture has its own stories or narratives, which are shared as a means of entertainment, education, cultural preservation or instilling moral values.

- Big books
- Design
- Font size and style
- Pictures
- Characters
- Plot





# PUPPETRY

A **puppet** is an object, often resembling a human, animal or mythical figure, that is animated or manipulated by a person called a Puppeteer. It will;

- Stimulates imagination
- Emotional development
- Improves motor skills
- Learn etiquette
- Boosts confidence in speaking and reading
- Increases group participation



## ❑ MUSICAL AND RHYTHMIC EXERCISES

**Rhythmic** activities are combinations of physical movements with sounds, beats, or music. Activities rely on an internal or external rhythm used for self-expression, exercise, demonstration of physical ability, socialization, and expression of culture. The activities improve physical and mental health.

Aside from increased physical confidence, rhythmic activities can also improve mental functions because rhythm regulates the brain and prevents cognitive decline. It also boosts the chemicals in our brain that support better memory and learning.



# ❑ DRAMATIZATION

**Drama** can be used as a teaching and learning tool to help students make meaning of a number of skills they need to be a well rounded individual.

- builds confidence
- helps concentration
- helps develop language and communication skills
- encourages children to cooperate
- supports numeracy skills
- helps children to understand the world around them
- develops emotional intelligence
- assists physical development



## ❑ ROLE PLAY

**Role-playing** is most commonly used in situations dealing with attitudes and feelings, for example, to replicate the feelings of someone in a particular social situation. Role-play can also be a tool for cognitive development, although it is not used frequently in this manner.

Role play also plays an important role in improving language and listening skills as many activities are in a group setting. The center also promotes cognitive learning, creative thinking and problem solving in children through cause and effect when they pretend play.



## ❑ ART ACTIVITIES

Art expands a child's ability to interact with the world around them, and provides a new set of skills for self-expression and communication. Not only does art help to develop the right side of the brain, it also cultivates important skills that benefit a child's development.

Art is important because it encompasses all the developmental domains in child development. Art lends itself to physical development and the enhancement of fine and gross motor skills. For instance, when kids work with play dough, they fine-tune their muscle control in their fingers.



# ❑ INDOOR AND OUTDOOR PLAY

**Outdoor Play** – Including sports and other competitive games. **Indoor Play** – Including board games, most toys, and less athletics.

- Learning
- Creativity
- Health
- Social skills
- Well-being
- Independence
- Explore



## ❑ FIELD TRIP

Educational field trips help teachers widen their horizons of knowledge and broadening the scope of their syllabus. Most educational trips pay much attention to outdoor activities with a wide range of aspects in life. It means the trips allow the teacher to connect the classroom with real-life and authentic experience.

- Connects Students To the Real World. School field trips provide every student with real-world experiences
- Erases Classroom Boredom
- Better Grades in Studies
- Offers Different Cultural Experience and Creates a Social Bond









# What is Early Intervention?

Early intervention is the process of providing services, education and support to young children who are/have:

- deemed to have an established condition
- evaluated and deemed to have a diagnosed physical or mental condition
- an existing delay or a child who is at-risk of developing a delay or special need that may affect their development or impede their education.



Early intervention focuses on helping eligible babies and toddlers learn the basic and brand- new skills that typically develop during the first three years of life, such as:

- ❑ cognitive (thinking, learning, solving problems);
- ❑ communication (talking, listening, understanding);
- ❑ physical (reaching, rolling, crawling, and walking);
- ❑ self-help (eating, dressing);
- ❑ social/emotional (playing, feeling secure, and happy).

A child who qualifies for an early intervention program may receive one or more of these services:

- Screening and assessment
- Hearing (audiology) or vision services
- Home visits Medical
- nursing or nutrition services
- Physical or occupational therapy
- Psychological services
- Social work services
- Speech and language therapy
- Transportation



# TRAINING OF ECCE WORKERS

Programme	Intended beneficiary	Eligibility	Duration	Content
Anganwadi Workers' Training	Anganwadi centres	No formal qualification	3 months	Health, nutrition, community participation, education
Balsevika Training of ICCW	Balwadi centres	10 <sup>th</sup> pass	11 months	Health, education, welfare
Integrated Pre-primary and Primary Teachers' Training	3-8 years	12 <sup>th</sup> pass	2 years	Nutrition, health care and education
Nursery/Pre-primary Teachers' Training	3-6 years	10 <sup>th</sup> pass	One year	Emphasis on material development and practice teaching
Diploma in ECCE through Distance Mode	0-6 years	12 <sup>th</sup> pass	One to Four years – flexible	Theory and practice of ECCE; self-instructional and supervised

## **Role of family and Society in providing ECCE for children with special needs**

Parental adjustment may consist of any or all the following stages:

- Awareness of the problem
- Recognition of the problem
- Search for a cause
- Search for a cure, and
- Acceptance of the child

- Foster feelings of self- esteem in your child.
- Do not compare the performance of their child with other siblings.
- All children have strengths and competencies, and these strengths must be identified and reinforced.
- Parents who convey hope provide a major force in helping children overcome adversity and become resilient.
- Parents can help children develop a sense of responsibility and contribution to their family, and the ward in general.
- Parents can provide opportunities for their child to make choices and decisions, and promote self-discipline.
- Parents can help the children deal effectively with their mistakes and failures.
- If possible, parents should attend training programmes along with the community.

## 2 Marks Questions

1. what is the benefit of using play way method in primary and early primary stages
2. what is kindergarten curriculum

# 5 Marks Questions

1. Explain the role of family and Society in providing ECCE for children with special needs
2. Explain the different types of preschool curriculum

15 Marks Questions

## Module 4

# **Evaluation, Research and Training in ECCE**

### **Evaluation of ECCE**

EVALUATION is done through various tools: Observing children in various situations; Documentation of stages; Reflection on the growth; Analysis based on data and other assessment tools; Summarisation and Planning as per children's specific needs and future curriculum.

# Evaluation: Tools & Requirements

Understanding what is ECCE and its significance in the long run of a child's life.

Considering the goals and objectives of ECCE.

Preparing quality standard frameworks

Internal monitoring and external monitoring

Analysing the global trends and diverse systems of ECCE.

# Evaluation of ECCE: Methodology

Objective-based strategies | Know the goals and verify

Integrated methods - all aspects of children's life / health, nutrition, mental health, creative aptitude, art, sports, emotional needs etc.

Use of technology for ECCE

Cross-curriculum approach

# Implications

Evaluation is meant to improve the quality / standards of ECCE.

Incorporate the analysis into improving the quality of children's life.

Effective ECCE determines the future years of a child to a large extent.

Proper evaluation helps rectifying issues.

Use the data for further research and policy development.

Evaluation helps reinforcing a child-friendly environment.

# Programmes of Training in ECCE

<b><u>Programme</u></b>	<b><u>Intended beneficiary</u></b>	<b><u>Eligibility</u></b>	<b><u>Duration</u></b>	<b><u>Content</u></b>
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# Pre-service ECCE training courses:

Several teacher training initiatives (Integrated Pre-Primary and Primary Teacher's Training, Nursery/Pre-Primary Teacher's Training, Vocational Training in Child Care and Education) have been set up by different state-owned and private institutions. Integrated Pre-Primary and Primary Teacher's Training is being run since many years. The programme, which is recognised by NCTE and is commonly known as NTT, aims at preparing teachers for pre-school stage (3-6 years) and for the first two grades (6-8 years) of the primary stage. Besides this, the curriculum of higher/senior secondary stage of education (+2) in CBSE, NIOS and many State education boards have also included early childhood education as an area of vocational education. The content of this course includes both theory and practice components of ECE

# In-service ECCE training courses:

In-service programmes at the induction stage of the job as well as ongoing professional development programmes in ECCE are conducted by different agencies...

1. The National Institute for Public Cooperation and Child Development (NIPCCD) organises the Comprehensive Training Strategy for ICDS functionaries at different levels.
2. Regular induction and in-service training programmes were imparted to the ECE functionaries using specially designed training curriculum in DPEP and SSA initiatives

3. NCERT also conducts a diploma programme for those functionaries who are already engaged in provisioning pre-school services.

4. In addition to above such training inputs, various SCERTs also contribute to the professional development of early childhood educators using a cascade model. Under this model, these institutes of repute first train the ECE master trainers, who, in turn, impart the training to supervisory and grass root functionaries

# Critical evaluation of training programs

1. An important issue for early childhood education policy is the extent to which classroom quality could be improved by raising requirements for teacher educational qualifications. A number of empirical studies report the effects of teacher education on ECE outcomes, and more specifically, ***whether or not a bachelor's degree is an important aspect of ECE teacher preparation***
2. As there are many more reports on how the teacher qualifications lead to better learning environments, we need to ***improve the training and recruitment in ECCE.***

cont..

3. The ***minimum degree*** for a teacher at preschool level should be a ***bachelor degree in ECE*** or child development.

4. As we have to cope up with the demand of increasing the number of preschools, the ***government should increase pre-service training*** as well as ***in-service training*** for ECE professionals.

# Areas of research studies in ECCE

1. Educators, care and education in early childhood.
2. Early childhood pedagogies.
3. Creativity and the arts.
4. Disability, difference and inclusion.
5. Children and designed and natural environments.
6. Language and literacy.
7. Equity, diversity and social justice.
8. Immigrant and refugee children and families.
9. Child and family well-being.
10. Children's rights.
11. Early childhood public policy development and change.
12. Diverse methods of inquiry such as arts-based, participatory, post-structural, feminist and research with children.

## 2 Marks Questions

1. Name any 4 areas of research in ECCE.
2. Mention 2 issues/ challenges in ECCE training in India

# 5 Marks Questions

1. What are the areas of research studies in ECCE?
- 2.

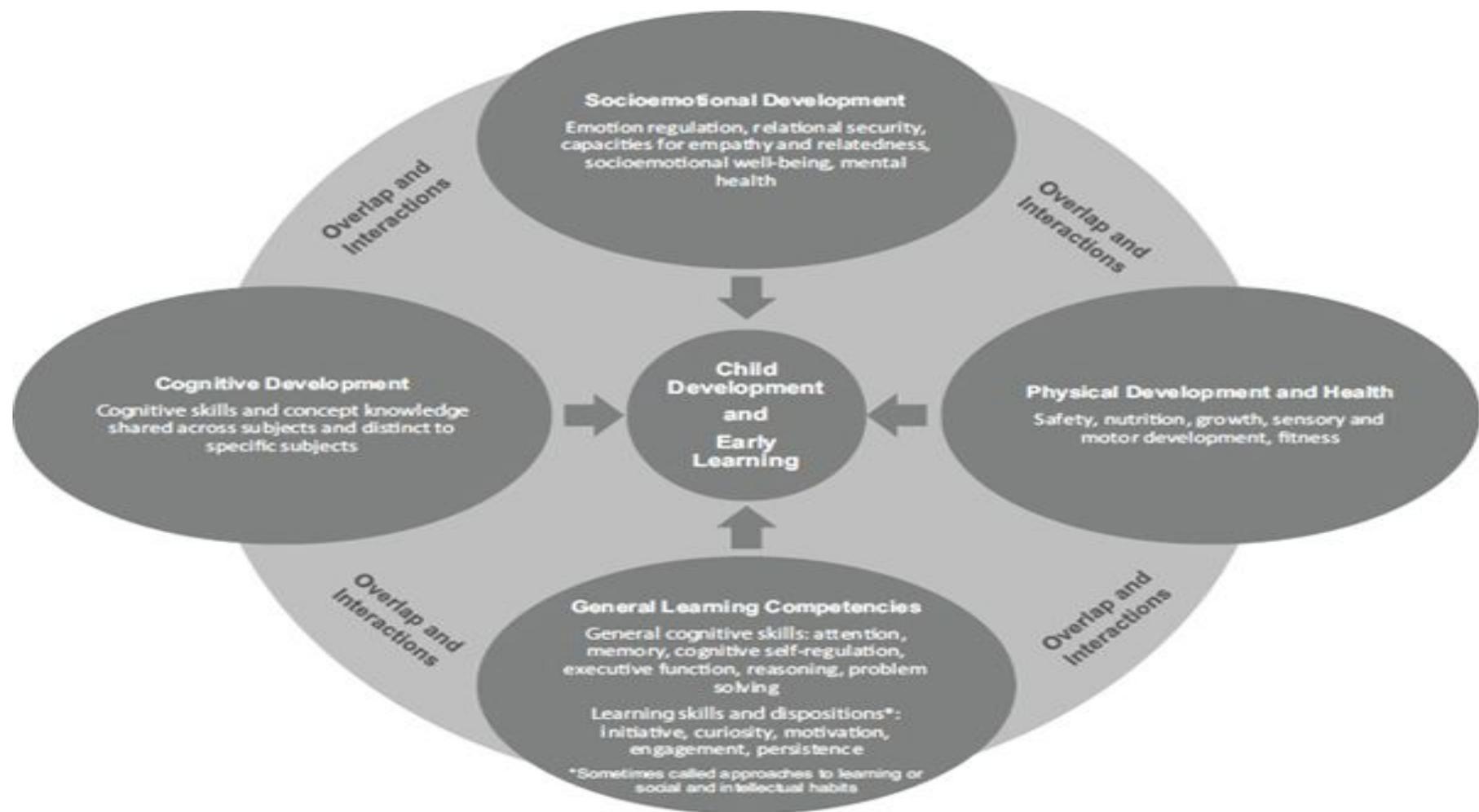
# 15 Marks Questions

1. Conduct a critical appraisal of ECCE training in India

# Health as a prerequisite for all domains of development

## Early child development

- ★ The early child period is considered to be the most important developmental phase throughout the lifespan. Healthy early child development (ECD)—which includes the physical, social/emotional, and language/cognitive domains of development, each equally important—



## Five critical domains in early childhood development

- In relation to human development, the word "domain" refers to specific aspects of growth and change
- There are five critical domains in a child's development.
- Those domains are social, emotional, physical, cognitive and language."
- Parents can address the social, emotional, cognitive and language domains by interacting with their children through talking, singing, playing, family-style eating, pretend playing and games

# Physical domain

**The physical domain covers the development of physical changes, growing in size and strength, and the development of both gross motor skills and fine motor skills. This domain includes the development of the senses and using them. Physical development can be influenced by nutrition and illness. So, eating a healthy diet and regular wellness check-up are key for proper development**

# Cognitive domain

**This domain includes intellectual development and creativity. Children develop the ability to process thoughts, pay attention, develop memories, understand their surroundings, make and implement plans and accomplish them. Creativity is also expressed. Jean Piaget outlined four stages of cognitive development: sensorimotor stage from birth to age two, the preoperational stage from ages two to seven, the concrete operational stage from age seven to 12, and formal operational stage from age 12 to adulthood.**

## **Social-Emotional domain**

**This domain includes the growth of a child in understanding and controlling their emotions. They also identify what others are feeling. The child develops attachments to others and learns how to interact with them. They develop the ability to cooperate, show empathy, and use moral reasoning. Children and adolescents develop many relationships, from parents and siblings to peers, teachers, coaches, and others in the community. Children develop self-knowledge during this stage and they learn how they identify with different groups. Their innate temperament also comes into play.**

# Language domain

Language development depends on other developmental domains. The ability to communicate with others grows from infancy. Aspects of language include phonology (creating the sounds of speech), syntax (grammar -- how sentences are put together), semantics (what words mean), and pragmatics (communicating in social situations both verbally and non-verbally). Children develop these abilities at different rates.

# NUTRITIONAL NEEDS FOR CHILDREN