PRE-SCHOOL TEACHER TRAINER'S HANDBOOK

Concept developed by:

Akshara Foundation
EVERY CHILD IN SCHOOL AND LEARNING WELL

2016

"Pre-school Teacher Trainer’s Handbook", developed and designed by Akshara Foundation
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Preface

This Manual is for Field Facilitators/ Trainers. The contents have two purposes to serve- firstly as a handy ready-reckoner for the Facilitator herself/ himself; and secondly, as the guide for training of the Preschool educator.
INTRODUCTION:

This Manual is for Field Facilitators and preschool teacher trainers. The contents have two purposes to serve-

• As a resource guide for the trainer him/herself.
• As a guide for training the preschool educator.

The guidelines are based on theory and research about how children develop and learn; they reflect the growing consensus among early childhood professional organizations that a greater emphasis needs to be placed on young children’s learning abilities, acquisition of basic skills, child-centered approaches and participation in meaningful and relevant learning experiences. This curriculum is aimed at the 2-6 years OR prior to children attending formal schooling, which generally starts at the age of six depending on the individual situation of each child.

METHODS OF TRAINING

Objectives-

At the end of this section, the Facilitator should become aware about

• Their roles in training
• Qualities of good facilitators
• Training Methodologies, they will be applying with the AWW.

• The method used in these trainings is not to teach lessons. Rather, the approach used in training is the participatory approach. This encourages the participants. It also promotes open communication among participants as well as facilitators. All are reinforced in what they already know from personal experience and all learn from each other.

• While remaining focused on the main points that participants need to grasp, the facilitators remain flexible in their approach by adjusting each topic based on the unique group. This is done by asking questions of the participants.

Getting Ready

• Preparation for training:

Before starting training with this manual it is important to be prepared. Not only does each child vary in its needs and interests, but the educators that you will be working with also vary. Find out as much as possible about the needs and interests of the specific training participants before the training begins, either through casual conversation or preschool visits.

Based on the information you receive, review the contents of this manual and choose or adapt the sections according to your training participants’ needs.

If you are provided with the option of visiting and observing the preschools your participants work in, either as part of your preparations or as some sort of mentoring following the trainings, please keep in mind that some teachers might feel uncomfortable being observed in their daily work. Therefore it is important to present yourself as their partner. Emphasize that you are there to support their work rather than to control or judge them. Additionally, it is suggested to reflect together on what happens during your time in the preschool.
To become a good facilitator there are 3 steps to be followed.

- Step 1 - Attend all the training modules.
- Step 2 - Go through the training manual thoroughly.
- Step 3 – Present one of the modules as a practice and get feedback from other participants.

**Role of the Facilitator** in this approach is:

- To encourage full participation by those in attendance, through asking questions and listening rather than talking.
- To ask questions to encourage participants to develop their own solutions to problems.
- To listen and include participants, but to keep the focus on the main points, to work well with a team.
- To serve as a role model for participation.
- To reinforce learning by preparing, maintaining, and following up on written material displayed during training.
- To keep in mind that people learn more through actions than seeing or hearing.
- People learn a lot by observing others.

**Qualities of a Facilitator**

- Knowledge of domain - The Facilitator needs to understand Child Development, ECCE and the NCF-ECCE curriculum details.
- Communication Skills - Use language that is understood by participants. Be direct and use simple language.
- Listening skills - Listen to the participants throughout the training and understand their questions completely before answering.
- Conflict management - Be aware of different methods of resolving conflicts between self and the AWW as well as between AWWs.
- Observation skills - This will help you to evaluate the AWW and provide her with feedback.

**TRAINING METHODOLOGIES** *(for Facilitator / Trainer)*

There are several methods we can use for training. You will apply certain methods for certain topics. The guidelines for that are provided with the AWW training session plans.

1. **Interactive Lecture** - In this method the AWW can ask questions and discussions can be held the middle of the lecture. The whole group does not participate together. You can choose to discuss one point from a person at a time.

   ![Interactive Lecture](image)

   **Uses** - for providing information, concepts, and theories to the AWW in a systematic way.

2. **Group Discussion** - Facilitators discuss with the entire group in which everyone is allowed to express him/herself. It is preferable for groups to meet in a circle, all together at the same level (either all on mats or all on chairs). This helps everyone to feel of equal importance. The rules are that only one talks at a time, one cannot interrupt someone else who is speaking, everyone listens and respects what others say, and everyone is welcome to speak. When a participant demeans or criticizes someone who is speaking because they disagree or think the response is inappropriate, it is the responsibility of the facilitator to support both participants. Here the Facilitator should speak as little as possible, and give more chance to AWW.
Uses- promote unity and bring the group together.

3. **Activity**- This method uses direct experience to help the AWW learn the contents of the training. Field visits are one way of doing this. Here Debriefing or the summation of the learning is very important.
   *Uses*- This is a ‘fun’ as well as hands-on learning, which will help the AWW in carrying out her duties.

4. **Presentations**- Here the large topic is divided into smaller sections and small groups/ individuals are expected to present the topic like a teacher.
   *Uses*- Helps in confidence building and expression.

5. **Role play**- Role-play is a situation created by the trainer for the AWW to enact.
   *Uses*- Brings in reality and is a useful and fun way of expression.

6. **Group Work** Facilitators divide the large group into 3-5 small groups (between 6 and 12 people in each group), depending upon the topic and the purpose. Each group is given a specific topic. The facilitator should explain to all the groups that each member’s view-point has to be included to arrive at a consensus.
   For the first 5-10 minutes, the Facilitator has to monitor the groups. Thereafter, they can be left alone to carry on the discussions. Each small group chooses a representative to present their work to the large group.
   *Uses*- People who are too shy to speak in the Group Discussion get a voice in these activities. It is also useful for creating unity and friendships among AWW's.

7. **Individual Work**- The facilitator gives the participants a few minutes to write or draw about one topic. In silence everyone draws/ writes the topic individually. Then the facilitator asks everyone to share in a small group what they have drawn.
   *Uses*- Ensures that all AWWs participate and contribute.

8. **Brainstorming**- In this method, the facilitator asks the group to come up with as many ideas as they can about something or anything that comes to mind when they think of a certain topic.
   *Uses*- Can be used to observe and understand the group. It is very useful to bring out ideas to solve a problem.

**OTHER TECHNIQUES**

- **Energizers [In between sessions. 3-5 min.]**
  These are short activities that encourage playfulness, laughter, and usually involve physical movement. They can be used at the beginning of a session to illustrate a focus point, or to encourage unity by involving everyone. They are also very helpful when used for a break in the sessions to energize participants who may be tired, uncomfortable from sitting too long. Examples- Clapping, singing, simple exercises etc.

- **Debriefing [After each session. 5 min.]**
  At the end of every session of AWW training state the learning from the training sessions. As the sessions go on, you can start asking the AWWs to summaries the learning they have got from the session. You can supplement whatever she leaves out.

- **Reflection, Feedback and evaluation [End of each day. 10-15 min]** At the end of each day and at the end of the training the facilitators evaluate and review the training together. daily feedback is requested from participants through the following questions:
1. Which topic did you like most? Why?
2. What was most difficult to understand about today topics? Why?
3. General comments.
   • **Review [Beginning of each day. 5 min.]** The following morning at the beginning of training the team reports to the large group on the participant responses and the plan for addressing the concerns presented

<table>
<thead>
<tr>
<th>Reflection Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Out of the above methods, which is the method that I prefer most? Why?</td>
</tr>
<tr>
<td>2. Which is the best method we can use to train the AWW? Why?</td>
</tr>
<tr>
<td>3. What is the most important quality of a good Facilitator? Why?</td>
</tr>
</tbody>
</table>

### CHAPTER 2 – MODULES OF TRAINING

#### MODULE 1: CHILD DEVELOPMENT

<table>
<thead>
<tr>
<th>Objectives-</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of this section, the Facilitator should know about-</td>
</tr>
<tr>
<td>• Child development</td>
</tr>
<tr>
<td>• Principles of child development</td>
</tr>
<tr>
<td>• Domains of child development</td>
</tr>
<tr>
<td>• Milestones of development 2-6 years</td>
</tr>
<tr>
<td>• Special needs</td>
</tr>
</tbody>
</table>

**INTRODUCTION:**

It is widely acknowledged that roots are the foundations for a plant. Similarly, the importance of early childhood has been recognized by all as the time when the foundations are laid for later life, in terms of emotions, personality, social development and cognitive development. It is a fact that the first five years of a child’s life are the most important in his/her entire life span, as development at this stage determines the future trends that the individual's life takes.

Understanding how children think is an enormous task, so the study of child psychology is both wide and deep. The ultimate goal of this field is to study the many influences that combine and interact to help make kids who they are and to use that information to improve parenting, education, child care and psychotherapy other areas focused on benefiting children. By having a solid understanding how children grow, think and behave, parents and professionals working with children can be better prepared to help the kids in their care.

Historically, children were often viewed simply as smaller versions of adults. When Jean Piaget suggested that children actually think differently than adults, Albert Einstein proclaimed that the discovery was "so simple that only a genius could have thought of it."
Today, psychologists recognize that child psychology is unique and complex, but many differ in terms of the unique perspective they take when approaching development. Experts also differ in their responses to some of the bigger questions in child psychology, such as whether early experiences matter more than later ones or whether nature or nurture plays a greater role in certain aspects of development.

Some of the major contexts that we need to consider in our analysis of child psychology include:

- **The Social Context**: Relationships with peers and adults have an effect on how children think, learn and develop. Families, schools and peer groups all make up an important part of the social context.
- **The Cultural Context**: The culture a child lives in contributes a set of values, customs, shared assumptions and ways of living that influence development throughout the lifespan. Culture may play a role in how children relate to their parents, the type of education they receive and the type of child care that is provided.
- **The Socioeconomic Context**: Social class can also play a major role in child development. Socioeconomic status (often abbreviated as SES), is based upon a number of different factors including how much education people have, how much money they earn, the job they hold and where they live. Children raised in households with a high socioeconomic status tend to have greater access to opportunities, while those from households with lower socioeconomic status may have less access to such things as health care, quality nutrition and education. Such factors can have a major impact on child psychology.

Remember, all three of these contexts are constantly interacting. While a child may have fewer opportunities due to a low socioeconomic status, enriching social relationships and strong cultural ties may help correct this imbalance.

One of the major shifts that a child makes in these early years is the entry into a formal schooling system (First Standard) and the preschool has to act as the transition between home and Primary school. The child would have been relatively more sheltered at home and requires some training before he/she can learn to adjust in the strict and formal school atmosphere. Here the preschool become very important.

### Session-1: Principles of Child Development

1. Domains of children’s development – physical, social, emotional, language and cognitive – are closely related. Development in one domain influences and is influenced by development in other domains.

2. Development occurs in a relative orderly sequence, with later abilities, skills, and knowledge building on those already acquired.

3. Development proceeds at varying rates from child to child as well as unevenly within different areas of each child’s functioning.

4. Early experiences have both cumulative and delayed effects on individual children’s development; optimal periods exist for certain types of development and learning.

5. Development proceeds in predictable directions toward greater complexity, organization, and internalization.

6. Development and learning occur in and are influenced by multiple social and cultural contexts.

7. Children are active learners, drawing on direct physical and social experience as well as culturally transmitted knowledge to construct their own understanding of the world around them.

8. Development and learning result from interaction of biological maturation and the environment, which includes both the physical and social worlds that children live in.
9. Play is an important vehicle for children’s social, emotional, and cognitive development, as well as reflection of their development.

10. Development advances when children have opportunities to practice newly acquired skills as well as when they experience a challenge just beyond their level of their present mastery.

11. Children demonstrate different modes of knowing and learning and different ways of representing what they know.

12. Children develop and learn best in the context of a community where they are safe and valued, their physical needs are met, and they feel psychologically secure.

<table>
<thead>
<tr>
<th>Time</th>
<th>Methodology</th>
<th>Expected Learning outcome</th>
<th>Material required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour</td>
<td>Interactive Discussion</td>
<td>AWW understands the importance of early years.</td>
<td>Handbook for PSE.</td>
</tr>
</tbody>
</table>

**Session 2: Domains of child development**

I. Physical Development
   b. Fine motor development
      i. self help skill
      ii. manipulative skills

II. Language Development
   a. Clarity
   b. Vocabulary
   c. Memorization
   d. Directional/ positional skills
   e. Sentence construction
   f. Naming categories
III. Intellectual development
   a. Categorization
   b. Seriating
   c. Sequencing
   d. Problem solving
   e. Creative thinking

IV. Social and emotional development
   a. Self awareness
   b. Self regulation
   c. Thinking from other's point of view; empathy; sharing

V. Pre-academic skills
   a. Pre-reading
   b. Pre-writing
   c. Pre-math's

VI. General awareness
   a. Self
   b. Family
   c. Neighborhood and school
   d. Society
   e. City/ State
   f. Country
   g. Weather and seasons
   h. Festivals
   i. Food
   j. Fruits/vegetables/transportation
   k. Plants/animals

<table>
<thead>
<tr>
<th>Time</th>
<th>Methodology</th>
<th>Expected Learning outcome</th>
<th>Material required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour</td>
<td>Group activity:</td>
<td></td>
<td>Chart paper. Pens.</td>
</tr>
<tr>
<td></td>
<td>• Introduce the various domains of development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Divide the group into 5 sub-groups. Allot a domain to each group. Ask</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>them to write the main characteristics of the child regarding that</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>domain.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Display the charts in the same way as given in the manual.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AWW understands the interdependence of each sub-domain of child development.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Session 3 - Milestones of Development:

Developmental milestones are the skills that children learn as they grow or develop. Parents often remember these proud moments when their children say their first words, feed themselves, or take their first steps. Children normally reach these milestones at predictable ages, give or take a few weeks.

Each child is different, even in the same family. Some children learn to sit without support earlier while other children say full sentences earlier. Knowing when these milestones are supposed to happen can help parents notice when they do happen. It also helps ECCE personnel to plan a holistic program for pre-school children.

<table>
<thead>
<tr>
<th>Age</th>
<th>3 years</th>
<th>4 years</th>
<th>5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>Run smoothly without falling.</td>
<td>Skip on one foot.</td>
<td>Run fast.</td>
</tr>
<tr>
<td>developmen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>t</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jump and</td>
<td></td>
<td>Jump and hop on single foot.</td>
<td>Ride tricycles.</td>
</tr>
<tr>
<td>hop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kick ball</td>
<td></td>
<td>Walk on a straight line.</td>
<td>Skip with both feet.</td>
</tr>
<tr>
<td>Walk down</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stairs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>alternating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>feet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td>Understand daily routine.</td>
<td>Dresses self.</td>
<td>Manage buttons and zips.</td>
</tr>
<tr>
<td>daily life</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insist on</td>
<td></td>
<td>Cares for self in toilet (depending on</td>
<td>Open locks with key.</td>
</tr>
<tr>
<td>doing own</td>
<td></td>
<td>water access).</td>
<td></td>
</tr>
<tr>
<td>work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open and</td>
<td></td>
<td>Eat and drink by self.</td>
<td>Help at household work.</td>
</tr>
<tr>
<td>close lids</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bottle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>caps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive</td>
<td>Identify basic colours.</td>
<td>Uses pencil or crayons for drawing.</td>
<td>Write A-Z</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play “matching” games.</td>
<td>Count to 10.</td>
<td>Write simple words.</td>
<td></td>
</tr>
<tr>
<td>Understand</td>
<td>“big” and “small”.</td>
<td>Identify and name ten colours.</td>
<td>Play simple table games.</td>
</tr>
<tr>
<td>“big” and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“small”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remember</td>
<td>Make clay models.</td>
<td>Understand money by name.</td>
<td></td>
</tr>
<tr>
<td>2 instructions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make choices between two things.</td>
<td>Count to 100.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understand numerals.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do paper folding, clay work and art and craft.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Solve simple problems.</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>3 years</td>
<td>4 years</td>
<td>5 years</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Understand calendars</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Understand simple science.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Manage simple addition without carry over.</td>
</tr>
<tr>
<td>Language</td>
<td>Speak in 3-word sentences.</td>
<td>Understand rhymes, songs and riddles</td>
<td>Speak in complete sentences with grammar.</td>
</tr>
<tr>
<td></td>
<td>Ask questions.</td>
<td>Speaks complete sentences of 3-4 words.</td>
<td>Give complete address, phone numbers etc.</td>
</tr>
<tr>
<td></td>
<td>Say ‘thank you’ and ‘please’.</td>
<td></td>
<td>Convey messages correctly.</td>
</tr>
<tr>
<td></td>
<td>Give basic personal data- name, sex, and age.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social emotional</td>
<td>Seek comfort when scared.</td>
<td>Make many friends.</td>
<td>Start individual friendships.</td>
</tr>
<tr>
<td></td>
<td>Have make-believe play.</td>
<td>Understand other children’s feelings.</td>
<td>Share easily.</td>
</tr>
<tr>
<td></td>
<td>Express feelings.</td>
<td>Play cooperatively.</td>
<td>Do role play.</td>
</tr>
<tr>
<td></td>
<td>Begin to understand “I, me, myself”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Methodology</th>
<th>Expected Learning outcome</th>
<th>Material required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1hour</td>
<td>Go through the charts given in the manual. Explain as required. AWW can be made to read out the charts.</td>
<td>AWW knows the milestones of development.</td>
<td>PPT, Projector,</td>
</tr>
</tbody>
</table>

### Session 4 - Special Needs

Each child is unique. Educational practices need to be directed towards meeting each child’s unique needs. During the early childhood years some children are unable to perform certain activities organised in the school. There are some children who require special attention consistently. These activities may relate to scholastic or co- scholastic aspects. Some children may cause disturbances in ECE centre. Such behaviour must seek teachers/worker’s attention. In other words, the inability of the child to perform certain activities should not be ignored. Careful observations need to be done in different areas of activities/development of the child so that appropriate interventions are made at the right time.
<table>
<thead>
<tr>
<th>Type of Impairment</th>
<th>Signs of Impairment</th>
<th>Strategies</th>
</tr>
</thead>
</table>
| **Visual Impairment** | • Observable deformity in the eye(s).  
  • Rubs eyes frequently  
  • Frequently reddening of eyes  
  • Covers one eye and tilts the head Forward.  
  • Holds objects including the book close to her/his eyes  
  • Asks other children for help when taking notes from the blackboard  
  • Blinks frequently  
  • Squints eyelids together  
  • Eyes water  
  • Complains about headache following close eye work  
  • Bumps into people or objects.                                                                                                                                   | • Make the child sit in the front row  
  • Use more auditory and tactile aids  
  • Use more language and verbal clues whole teaching  
  • Use three-dimensional aids  
  • Give clear and specific instruction while teaching or doing tasks.  
  • Reading aloud while writing on the blackboard  
  • Ask a peer to help the child  
  • Minimize sounds while teaching.                                                                                                                                 |
| **Hearing Impairment** | • Has observable deformity of the ears(s).  
  • Frequent discharge from the ear(s).  
  • Complains of pain in the ears frequently.  
  • Scratches ear(s) frequently.  
  • Turns head on one side to hear better.  
  • Frequently requests the teacher to repeat directions and question.  
  • Makes many errors in taking dictation.  
  • While listening to the teacher watches his face carefully.  
  • Display speech difficulty.                                                                                                                                       | • Let the child sit in the front row of the class to improve her/his listening.  
  • Talk loudly, clearly and slowly with the child.  
  • Ask the child to observe the teacher’s lip movements while she teaches.  
  • Face the child as much as possible while teaching.  
  • Minimize outside sounds and noises that cause disturbances.  
  • See to it that there is sufficient light on the teacher when she talks.  
  • Use charts, objects and demonstrations extensively.  
  • Ask a peer to help the child.  
  • Use action –oriented situations while teaching.  
  • Use drill and practice especially for children with speech defects.                                                                                               |
<table>
<thead>
<tr>
<th><strong>Loco-motor disabilities</strong></th>
<th><strong>Mental retardation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Observable deformity in any part of the body.</td>
<td>• Display poor academic achievement.</td>
</tr>
<tr>
<td>• Has difficulty in sitting, standing or walking.</td>
<td>• Forget learning after a short time.</td>
</tr>
<tr>
<td>• Has difficulty in picking up, holding and putting objects on the ground.</td>
<td>• Are inattentive and destructive.</td>
</tr>
<tr>
<td>• Complains frequently of pain in the joints.</td>
<td>• Show too much reliance on presentation of concrete objects.</td>
</tr>
<tr>
<td>• Had difficulty in holding a pen to write.</td>
<td>• Seek immediate rewards.</td>
</tr>
<tr>
<td>• Walks jerkily.</td>
<td>• Display fear of failure.</td>
</tr>
<tr>
<td>• Involuntary movements of limbs.</td>
<td>• Have poor self-confidence.</td>
</tr>
<tr>
<td>• Has amputated limbs.</td>
<td>• Have restricted communication.</td>
</tr>
<tr>
<td></td>
<td>• Have poor muscular coordination.</td>
</tr>
<tr>
<td></td>
<td>• Seek repetition and practice.</td>
</tr>
<tr>
<td></td>
<td>• Have difficulty in doing things for herself/himself like eating, dressing, bathing and grooming.</td>
</tr>
<tr>
<td></td>
<td>• When the child is told to do something, she/he has a problem in understanding what she/he has been told.</td>
</tr>
<tr>
<td></td>
<td>• Compared with other children of her/his age, the child appears dull or slow manner.</td>
</tr>
<tr>
<td></td>
<td>• Compared with other children the child had difficulty in learning to do things.</td>
</tr>
<tr>
<td></td>
<td>• Have difficulty in understanding abstract things.</td>
</tr>
<tr>
<td></td>
<td>• Take more time in learning a particular skill as compared to other children.</td>
</tr>
<tr>
<td></td>
<td>• Avoid participating in class room activities as other children of her/his age do.</td>
</tr>
<tr>
<td></td>
<td>• Encourage active participation of the child in all activities.</td>
</tr>
<tr>
<td></td>
<td>• Avoid sarcasm or criticism by other children.</td>
</tr>
<tr>
<td></td>
<td>• Encourage peer group interaction.</td>
</tr>
<tr>
<td></td>
<td>• Place the child keeping in mind the aid or appliance being used, for example a wheelchair will need more space and crutches will need less space for being kept.</td>
</tr>
<tr>
<td></td>
<td>• Arrange the classroom to facilitate maximum movement of the child.</td>
</tr>
<tr>
<td></td>
<td>• Provide adequate opportunities for the child to participate in game, recreation and physical activity.</td>
</tr>
<tr>
<td></td>
<td>• Ask peer group to help, if required.</td>
</tr>
<tr>
<td></td>
<td>• With proper aids and appliances, and encouragement these children can be dealt with very easily.</td>
</tr>
<tr>
<td></td>
<td>• Adopt a strict development sequence while teaching.</td>
</tr>
<tr>
<td></td>
<td>• Break up the task into small steps.</td>
</tr>
<tr>
<td></td>
<td>• Present more concrete, real life experiences.</td>
</tr>
<tr>
<td></td>
<td>• Repeat the task in a drill procedure till mastery is acquired.</td>
</tr>
<tr>
<td></td>
<td>• Be flexible in transacting the curriculum.</td>
</tr>
<tr>
<td></td>
<td>• Give rewards from time to time.</td>
</tr>
<tr>
<td></td>
<td>• Encourage group activities and participation.</td>
</tr>
<tr>
<td></td>
<td>• Give clear, specific and simple instructions.</td>
</tr>
<tr>
<td></td>
<td>• Use a variety of activities of activities to keep interest alive.</td>
</tr>
</tbody>
</table>
### Speech Impairment
- Have observable deformity in the mouth.
- Have frequent unnatural breaks in speech.
- Omit sounds in words or phrases when speaking.
- Stammer frequently.
- Frequently mispronounce despite corrective effort of the teacher making it difficult to understand speech.
- Difficult to understand speech when speaking to the child.

### Learning Disability
- Do not read well although her/his oral answers are intelligent.
- Cannot perform many activities well, for example, buckling the shoe, organising the school bag, opening and closing of school bag etc.
- Are distracted and cannot remember the sequence of activities to be performed, for example, wearing shoes before socks etc.
- Are always untidy and late in submitting the given assignment and coming to class.
- Do not do well in evaluation due to tensions/pressure although they are clever and have no physical disability.
- Are so excited that they are unable to complete any task.
- Omit syllables or lines in speaking.
- Cannot narrate events in proper sequence.

### Strategies
Once a child with any of the above mentioned Handicap Disability/Impairment has been identified, the Teacher/Worker need to

- Refer the child to a medical practitioner if she/he have a physical or intellectual impairment.
- Talk to the parents and see if any aids or appliances are needed.
- Assess what the child can do. This will reveal the potentialities and capabilities.
- Plan as to how the programme will be made accessible with particular reference to the specific problem.
- Curriculum transaction can be done through efficient classroom management, programme adaptation and use of appropriate aids and materials, encouraging the activity based and cooperative learning approach.
Cooperation with parents, other teachers and children is crucial to the success of meeting individual needs in the ECCE centre.

There is no separate programme for children with special needs but they should be included in the centre.

(Source: DLMT Training Module. (DWCD Karnataka)

<table>
<thead>
<tr>
<th>Time</th>
<th>Methodology</th>
<th>Expected Learning outcome</th>
<th>Material required</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 hours</td>
<td>Interactive Discussion on theme</td>
<td>Preschool educators understand their role in teaching and caring for children with special needs within their Center.</td>
<td></td>
</tr>
</tbody>
</table>

**MODULE 2: PRESCHOOL EDUCATION**

**Session 1: Preschool Education:**

The objectives of a Preschool would include

- providing a healthier environment to the child;
- continuous medical supervision;
- intellectual stimulation and exposure;
- development of social skills and competencies
- Preparing the child for entrance into formal schooling i.e. 1st Standard.

All this is best achieved through the following basic methods -

- Play
- Interaction with caring adults and other children.
- Learning by doing
- Positive communication.

<table>
<thead>
<tr>
<th>Time</th>
<th>Methodology</th>
<th>Expected Learning outcome</th>
<th>Material required</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 min.</td>
<td>Group discussion- elicit the participants view points about PSE. (30 min.)</td>
<td>AWW understands the purpose of PSE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summarize and add whatever points may have been left out.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Session 2: Ideal Preschool Center:**

The National ECCE policy also outlines what the quality standards for running ECCE are. This quality criterion states upfront the following non-negotiable which must be made available to all children attending any kind of ECCE provision:

- Duration of the ECCE programme should be 3-4 hours
- 1 classroom measuring 35 square meters for a group of 30 children and availability of 30 square meters of outdoor space for a group of 30 children
- The building should be structurally safe and within easy approach. It should be clean and should have surrounding green area
- Clean potable water should be available
Separate toilets for girls and boys should be available
Immediate health service in terms of First Aid/ Medical Kit should be available at the centre
Adequate trained staff should be appointed
There should be provision of adequate developmentally appropriate toys and learning materials
Space should be allocated for cooking meals and nap time for children.
The adult child ratio should be 1:20 for 3-6 year old children and 1:10 for under 3s. It must be noted that these minimum standards/ non negotiable for any ECCE centre do not equate with quality services and ECCE Centres would be encouraged to exceed mere compliance with minimum standards and make continuous forward development on the domains specified in the quality standards.

[Source: Quality Standards for ECCE: 2012 ]

<table>
<thead>
<tr>
<th>Time</th>
<th>Methodology</th>
<th>Expected Learning outcome</th>
<th>Material required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour</td>
<td>• Group work and Presentation- Divide participants into 4 groups and ask them to discuss, draw and present their concept of ideal AWC.</td>
<td>AWW can express their idea of Ideal AWC.</td>
<td>Art Material and chart paper</td>
</tr>
</tbody>
</table>

Session 3: National ECCE Policy (2013) and Changes in PSE

Integrated Child Development Scheme (ICDS)

Keeping in view the vision that future of India is the future of the children, the Department of Women and Child Development (DWCD) is laying greater emphasis and making well deserved concrete efforts in the implementation of all existing Government policies and programmes for the welfare and development of children which is an investment in itself, for their overall socio economic growth.

The Integrated Child Development Services Scheme was started in Karnataka on 2nd October 1975 with a pilot project at T.Narasipura in Mysore District with just 100 Anganwadi Centres. Since then, the programme has expanded to all the revenue taluks in the state. The welfare of pregnant women, nursing mothers, adolescent girls and children below 6 years has acquired a prime place in the programme.

Integrated Child Development Services (ICDS)

Services

ICDS is a centrally sponsored flagship programme, which provides a package of six services viz.,

- Supplementary nutrition,
- Immunization,
- Health check-up,
- Referral services,
- Nutrition and health education for mothers
- Non-formal pre-school education for children between 3-6 years.

Eligible beneficiaries covered under this programme are

- Children below six years of age,
- Pregnant women,
- Nursing mothers
- Adolescent girls.

The package of services is provided to the beneficiaries through the Anganwadi Centres managed by an Anganwadi Worker & Helper at the village level and also in urban slums. At present 61187 AWCs and 3331 mini anganwadi centers are functioning in 204 ICDS projects in the State, covering all the 175 taluks (181 rural projects & 12 tribal & 11 urban projects). During 2012-13, 55.07 lakh beneficiaries availed benefits under the scheme.
A. State level:
At the state level the department is headed by Director, an IAS Officer, who is assisted by the Joint Directors in the four sections in the Directorate.
1. Administration
2. Integrated Child Development Services
4. Stree Shakti / Women Welfare Programmes

B. District level
The implementation of the district sector schemes is entrusted to Zilla Panchayats through the Deputy Directors at the district level in each district, who is assisted by an Assistant Director, a Programme Officer and ministerial staff for the proper and effective implementation of the schemes and programmes of the department. The state sector schemes are implemented directly through the Deputy Directors of the districts.

C. Taluk level
At the Taluk level, the Child Development Project Officer is in charge of implementation of the ICDS scheme and other programmes of the Department. He/she is assisted by the Assistant Child Development Project Officer, Supervisors and other supporting staff of the ICDS Projects.

(Source: www.dwcdkar.gov.in)

➢ Early Childhood Care and Education

With the new Policy on ECCE in place at the national level and draft at the state level has detailed the ECCE framework to be implemented in the state. As against the earlier curriculum, the new ECCE has made 4 hours of ECCE mandatory along with age segregation, range of activities based on developmental and learning needs of the children.

➢ National ECCE policy Objectives-

According to the National ECCE policy, the primary objectives of the Preschool program are to develop the following in the child-

- Ability to communicate effectively.
- Emergent literacy, numeracy, and scientific thought.
- Express emotions effectively and adapt socially.
- Develop physical strength, control and coordination and healthy habits.

➢ National ECCE Policy (2013)

As against the earlier curriculum, the new ECCE has made the below as mandatory

- 4 hours of ECCE
- Age segregation,
- Range of activities based on developmental and learning needs of the children
- Play as the basis of learning
- Art as the basis of education
- Mix of formal and informal interaction
- Blend of the textual (basic literacy and numeracy) and the cultural
- Use of local materials, arts, and knowledge
- Developmentally appropriate practice, flexibility, and plurality
- Health, well-being, and healthy habits.
Objectives of Early Childhood Education (Karnataka)

The aim of Early Childhood Care and Education is to facilitate optimum development of the child’s full potential and lay the foundation for all round development and lifelong learning. This aim is to be achieved through enabling the child to:

- Develop a positive self-concept.
- Establish a sound foundation for a good physique, adequate muscular coordination and basic motor skills.
- Imbibe good health habits and basic life skills/ self-help skills necessary for personal social adjustment.
- Enhance verbal and non-verbal communication skills which would facilitate expression of thoughts and feelings in fluent, correct, clear speech.
- Develop the five senses and cognitive skills and concepts which are foundation for higher order thinking and reasoning.
- Develop emotional maturity by guiding the child to express, understand, accept and control feelings and emotions.
- Imbibe values, social attitudes and manners important in his/her socio cultural context and to become sensitive to rights and privileges of others.
- Develop independence, aesthetic appreciation and creativity by providing child with sufficient opportunities for self-expression and active exploration, investigation and experimentation.
- Make a smooth transition from preschool to primary through development of emergent literacy and school readiness.

<table>
<thead>
<tr>
<th>Time</th>
<th>Methodology</th>
<th>Expected Learning outcome</th>
<th>Material required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5 hours</td>
<td>Interactive Lecture</td>
<td>AWW becomes familiar with the new curriculum framework and rules.</td>
<td></td>
</tr>
</tbody>
</table>
### Session 4: Theme Based Method - Thematic Approach:

The ECCE draft Curriculum has identified 17 themes for pre-school education components. They are

<table>
<thead>
<tr>
<th>Sl.NO</th>
<th>Months</th>
<th>Themes</th>
<th>Sub topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>June</td>
<td>My Self</td>
<td>Parts of the body, Personal hygiene</td>
</tr>
<tr>
<td>2</td>
<td>July 1st and 2nd week</td>
<td>My family</td>
<td>Family members &amp; their names and occupations, house hold equipments and uses, family celebrations, recreations</td>
</tr>
<tr>
<td>3</td>
<td>July 3rd and 4th week</td>
<td>Neighborhood</td>
<td>Shops, variety of products, Temples, Market, Friends &amp; their houses.</td>
</tr>
<tr>
<td>4</td>
<td>Aug 1st and 2nd week</td>
<td>Community &amp; public institutions</td>
<td>Ponds &amp; wells, Park, Fields, market day. Currency, garden. Anganawadi, School, college, Government office, post office, Hospital, Bank, Community hall, Tents, Cinema hall, Hotels</td>
</tr>
<tr>
<td>5</td>
<td>Aug 3rd and 4th week</td>
<td>National Days</td>
<td>Independence day, National Flag, National leaders. National days’ importance</td>
</tr>
<tr>
<td>7</td>
<td>Oct 1st &amp; 2nd week</td>
<td>Hospital</td>
<td>Hospital staff &amp; facilities, Equipments. (Gandhi Jayanthi)</td>
</tr>
<tr>
<td>8</td>
<td>Oct 3rd &amp; 4th week</td>
<td>Health</td>
<td>Good habits, Personal &amp; Environmental Hygiene</td>
</tr>
<tr>
<td>9</td>
<td>Nov 1st &amp; 2nd week</td>
<td>Plants, Trees &amp; Creepers, Children Day</td>
<td>Types of plants, Uses of plants, their parts, Cultivation, where they are grown Children's Day</td>
</tr>
<tr>
<td>10</td>
<td>Nov 3rd &amp; 4th week</td>
<td>Mountain forest and rivers</td>
<td>Names of famous mountains, rivers and forests, their uses, conservation, inter dependence of all these</td>
</tr>
<tr>
<td>11</td>
<td>December</td>
<td>Animals- wild &amp; domestic Birds, Insects</td>
<td>Names of Domestic and wild animals, birds &amp; insects, uses, food habits, their houses, young ones.</td>
</tr>
<tr>
<td>12</td>
<td>Jan 1st &amp; 2nd week</td>
<td>Air and water</td>
<td>Sources of water, uses of water and air, pollution and conservation</td>
</tr>
<tr>
<td>13</td>
<td>Jan 3rd &amp; 4th week</td>
<td>Universe</td>
<td>Weather categorization, linkages to food and clothing, seasonal fruits and vegetables (with local examples) Names of Days, weeks, months, Time -seconds, minutes, Hours.</td>
</tr>
<tr>
<td>14</td>
<td>Feb 1st &amp; 2 week</td>
<td>Seasons</td>
<td>Names of festivals, Importance of festivals, when, where and how they are celebrating, festival foods, popular games played during specific festivals, fairs</td>
</tr>
<tr>
<td>15</td>
<td>Feb 3rd &amp; 4th week</td>
<td>Local Festivals &amp; celebrations</td>
<td>Names of state, Distrect, taluk, village/area, National language, costumes, diversity in religion, food, culture, flower, animal, bird, President, P.M, C.M. Name, how big is my village, occupations and related equipments, languages spoken, crops grown, animals/birds, insects, flowers, type of houses, famous places-temples, church mosque, railway station, Bus stand, post office, school, hospital, AWC</td>
</tr>
<tr>
<td>16</td>
<td>March</td>
<td>My country</td>
<td>Names of state, Distrect, taluk, village/area, National language, costumes, diversity in religion, food, culture, flower, animal, bird, President, P.M, C.M. Name, how big is my village, occupations and related equipments, languages spoken, crops grown, animals/birds, insects, flowers, type of houses, famous places-temples, church mosque, railway station, Bus stand, post office, school, hospital, AWC</td>
</tr>
<tr>
<td>17</td>
<td>April</td>
<td>Means of transportation &amp; Communication</td>
<td>Vehicles- Air, water, land, Pollution, fuel, uses, Telephone, mobile, radio, TV, computer, types of entertainment- Cinema, drama, circus, dance, skit, music</td>
</tr>
<tr>
<td>18</td>
<td>May 2 weeks</td>
<td>Revision</td>
<td></td>
</tr>
</tbody>
</table>
**Session 5 New Time Table:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
</tr>
</thead>
</table>
| 9.30 - 10.00 | Opening Time-  
Cleaning the Anganwadi Center  
Receiving children          |
| 10.00 – 10.30 | Circle Time -  
• Prayer and Exercise,  
• Name activity / Attendance,  
• Oral Language- theme-related conversation, general awareness |
| 10.30 – 11.00 | Toilet and Hand wash  
SNACKS                   |
| 11.00 – 11.30 | • 2-4 years- Outdoor / FREE PLAY - With helper  
• 4-6 years- Pre-reading/ Pre-writing activity  
  • Cognitive activity  
  • Pre-Number work activity         |
| 11.30 – 12.00 | • 2-4 years- Language,/ Cognitive activity  
• 4-6 years- Outdoor / FREE PLAY - With helper |
| 12.00 – 12.30 | Rhymes/Story telling/ Drama/ Rhythmic movements/ Music                        |
| 12.30-1.00  | Fine motor activity, Indoor games, Reading Time , creative activity, Art and craft. |
| 1.00-1.30   | Toilet and Hand wash  
LUNCH                  |
| 1.30-4.00   | Rest; Free play; Farewell                                                   |

<table>
<thead>
<tr>
<th>Time</th>
<th>Methodology</th>
<th>Expected Learning outcome</th>
<th>Material required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5 hours</td>
<td>• Discussion on themes</td>
<td>AWW becomes thorough with the themes and the new timetable</td>
<td></td>
</tr>
</tbody>
</table>

**Session 6: The ECCE curriculum:**

The curriculum is defined as age appropriate, all round, play based, integrated, experiential, flexible, and contextual. The guiding principles of the ECCE curriculum are:

- Play as the basis of learning
- Art as the basis of education
- Recognition of the special features of children’s thinking
• Primacy of experience rather than expertise
• Experience of familiarity and challenge in everyday routines
• Mix of formal and informal interaction
• Blend of the textual (basic literacy and numeracy) and the cultural
• Use of local materials, arts, and knowledge
• Developmentally appropriate practice, flexibility, and plurality
• Health, well-being, and healthy habits

Curriculum Content

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

1. **Physical and Motor Development**: Gross motor skills; coordination of fine muscles with dexterity; eye-hand coordination; sense of balance, physical co-ordination, and awareness of space and direction; nutrition, health status and practices.

2. **Language Development**: Listening and comprehension; oral skills/speaking and communicating; vocabulary development; pre-literacy/emergent literacy skills like phonological awareness; print awareness and concepts; letter-sound correspondence; recognition of letters; building words and sentences and early writing. Introduction to language of school transaction.

3. **Cognitive Development**: Development of various concepts including pre-number and number concepts and operations (knowledge and skills related to comparing, classification, seriation, conservation of space and quantity, one to one correspondence; counting); spatial sense; patterns and estimations in measurement; data handling; skills related to sequential thinking, critical thinking, observing, reasoning and problem solving; and knowledge about concepts and physical, social and biological environment.

4&5 **Socio-Personal and Emotional Development**: Development of self-concept; self-control; life skills/self-help skills; habit formation; initiative and curiosity; engagement and persistence; cooperation; compassion; social relationships; group interaction; pro-social behavior; expressing feelings, accepting others’ feelings.

6. **Sensorial Development**: Development of the five senses through visual, auditory and kinaesthetic experiences.

7. **Development of Creative and Aesthetic Appreciation**: Exploring different art forms, develop dispositions, expression and appreciation for artistic, dance/drama and musical activities.

**For Children 2-4 years**

• Focus on health, nutrition and early psycho-social stimulation through free play and a lot of adult-child interaction. Program has designed activities like infant games, traditional songs & syllables, access to variety of play materials, individualized adult attention and interaction, created opportunities to explore, early introduction to stories, infant books, drawings etc. in safe, spacious and clean environment.
• Most of the activities are centered on the motor, early language, cognitive, thinking and creative aspects of developmental needs.

• Planned play based programme for all round development with more of free play.

• Continuous opportunities, more free but some guided, for adult –child, child to child interaction and interaction with play materials and environment through a variety of individual, small group and large group activities.

• Opportunities to listen to stories, learn rhymes, create, indulge in imaginative play, ask questions, do simple problem solving, experiment to promote active and interactive learning and generally have a ‘feel good’ experience for a positive self-image.

• Motor Development: large muscle development through running, jumping, balancing activities etc

**For Children between 4 to 6 years**

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

• Reading Readiness: e.g. picture –sound matching, shapes phonetics; increasing vocabulary; verbal expression, developing bond with an interest in reading through picture books, storytelling, charts etc.

• Writing Readiness: e.g. eye hand coordination, interest in writing, left to right directionality.

• Math: developing skills in classification, seriation, pattern making, reasoning, problem solving, forming concepts: pre number and number concepts and space concepts and vocabulary, environment concepts

• Motor Development: Fine motor development through activities such as beading, peg boards and puzzles and large muscle development through running, jumping, balancing activities etc

• Creativity and aesthetic appreciation: Creative drama, cultural activities, field trips etc. The programme should be relevant to individual and societal needs. The age demarcations are indicative and the activities have to be planned according to the developmental level of the children.

<table>
<thead>
<tr>
<th>Time</th>
<th>Methodology</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.5 hours</td>
<td>Interactive Lecture</td>
<td>AWW becomes familiar with the new curriculum.</td>
<td></td>
</tr>
</tbody>
</table>

•
MODULE 3: CLASSROOM MANAGEMENT

Session 1: Grouping children on the basis of age

Grouping

An effective ECCE programme should use appropriate grouping practices. It is well known from research that a multi grade as well as mixed-age grouping is on the whole more appropriate for young children. In classroom environments, teachers have the flexibility to use grouping that ranges from individual work, to small and large group work, as well as whole class engagements to facilitate learning.

- Individual / multi age groups and ability:
  - If the children in the class are more or less of a similar age, consider grouping them according to their developmental needs and abilities.
  - Offer a range of activities for each group that caters to individual children and their educational needs.
  - If a class has children with different ages, consider dividing them into groups according to their ages. Let each group of children work together. Observe, collect and record significant data that provides you with information that highlights their strengths and needs. The next step is to plan and set goals for individual children.

- Individual, small and large group interactions: While planning the day and activities, make sure to balance quiet individual time with large and small group interactions. Individual time might include the choice of free play in quiet centres such as the reading, writing or the puzzle centre. Group time is often energetic and noisy. Songs, rhymes, finger plays, dramatics, science, math and physical activities can be used during group time. Group times should fit into the whole curriculum and support themes and projects. Plan opportunities for group interactions both in the indoors and outdoors settings. Balance it with active and quiet activities. A large group quiet time might include a story read aloud session. Small group interactions might include children working together in the creative centre on a collage or in construction work in the block centre. The ECCE learning environment should be planned creatively and imaginatively. While planning specific activities, remember to include the development of the whole child. A well thought out and planned activity can involve several aspects of development.

- In the current ICDS context in Karnataka the children in Anganwadis are from Multi-age groups in which students of different ages and identified age levels are grouped together in a single classroom.
- The Karnataka Curriculum Framework attempts to address the Multi-age groups by segregating children for selected activities/tasks (more so for formal learning readiness).
- The Framework suggest the instructor to allow children of various ages and abilities to progress at their own individual pace rather than according to specified objectives for a particular grade level.
- Some of the assumptions made are children learn from each other and from older children, thereby facilitating cooperative learning skills.
- In rural areas multi-age grouping is more often a pragmatic response to the needs of communities, where it is practical to set up a single Anganwadi/ ECCE centre for a village or settlement.

Grouping Techniques:

As the timetable shows, some activities can be for groups, some for individual. Grouping can be done according to

- Age
- Interest
- Ability
- Activity
- Choice
### Examples of Individual Activities

- Reading; picture reading
- Colouring; writing; workbooks; Flash cards
- Peg Board, Seriation rings, Construction squares, Lacing Board, Number Blocks; colours and Shapes Kit
- Counting Board
- Drawing Book

### Examples of Group Activities

- Story telling; puppet show;
- Wall charts – alphabet and number; conversation charts; Flash cards
- Rope; ball; sand play; water play; Vegetable/Fruit basket
- Counting Board
- Music, dance, Movement

### Session 2: Physical set up & Behavior management

- Well ventilated, bright room.
- Clean at all times.
- Separate areas marked out for physical play and indoor activities.
- Wash area and toilet accessible to children and clean.
- Safe drinking water made available.
- Organise the room into smaller sections for different activities. Small carpets, mats can be used to divide the area. Shelves, boxes, tins, cartons and chair/table can be used for dividing the areas into:
  - Story-telling
  - Fine motor activity; art and craft
  - Music and dance
  - Drama
  - Pre-reading and writing
  - Number work
- Storage – Large/ small cartons, old tins, baskets, buckets, wooden crates can all be used for storing teaching aids. Labeling them correctly ensures access for children as well as a good step towards children reading.
- Display of children’s work- Is important to create an attractive environment; to reinforce and motivate children and show the parents their children’s progress. You can use- wall, windows, doors, hangers and strings tied across the room (above children’s level) to display children’s work.
**Example of an AWC set-up**

**Resource Management**
- Organize equipment and materials so that whatever children use should be-
  - Accessible
  - Re-Stocked at regular intervals
  - Kept clean at all times.
  - Safe and non-toxic.
  - Age-appropriate.
  - Having a specific, clear teaching objective.
  - Attractive to them.

**Behavior Management**:
Basic rules should be made clear and followed by children as well as adults-
- Safety and welfare of ALL have to be looked after.
- Harming self, others OR the materials in the Anganwadi are NOT allowed.
- Put back materials in their proper place after every use.
- Wait for turn, and accept sharing.
- Basic courtesy and politeness. (eg. please-thank you-namaste- byebye)
- Ideal teacher-child ratio should be 1:10-15, but when it is not possible, preschool teacher should invite active participation from some mothers as volunteers in the Center.
- Advanced planning can ensure most of the above are done effortlessly.
- Warmth and positive regard for the children is the main-stay of a good preschool.
Session 1 and 2-

<table>
<thead>
<tr>
<th>Time</th>
<th>Methodology</th>
<th>Expected Learning outcome</th>
<th>Material required</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 hours</td>
<td>Interactive Lecture</td>
<td>Preschool educators understand the strategies for classroom management and behaviour management.</td>
<td></td>
</tr>
</tbody>
</table>

Session 3: Use of TLM

<table>
<thead>
<tr>
<th>Time</th>
<th>Methodology</th>
<th>Expected Learning outcome</th>
<th>Material required</th>
</tr>
</thead>
</table>
| 6 hours| • Display all the typical classroom teaching and learning aids. You may want to segregate them according to domains and go through each domain. Or any other convenient method may be used.  
  • Pair up (if the number of participants is large) the participants, allot them a set of TLM, explain the name of the TLM to the educators and ask them to do the following-  
  • Discuss it’s usages  
  • Discuss and decide upon a method for presenting the TLM to the child.  
  • Demonstrate the presentation through role modeling i.e. one participant is the teacher and the other is a child.  
  • Correct and add instructions as applicable.  
  • Ensure all participants get a chance to watch. At the end of the session, after all the demonstrations, participants have to practice each TLM on their partners | The preschool educator should become familiar with the uses and methods of usage of each TLM in their preschool environments | Samples of DWCD and other TLM                                                      |

Session 4: Creating corners

**Learning/Activity Corners**

- A physical space is divided into interest areas in an ECCE setting where children can explore, make things, experiment and pursue their own interests.
- Separate interest areas or learning corners are established places in the classroom with resources that actively engage children and may change according to the theme/topics. Young children learn a great deal by interacting with objects in their surroundings. They are naturally curious; they love to explore and experiment with objects and learn from such experiences.
- The important learning corners that need to be set up in a preschool classroom are: dramatic play corner, reading/story books corner, puzzles and block corner and drawing/painting corner.
- The other corners such as the creative art corner, writing corner, science corner and music corner could be included and set up on a rotation basis in the classroom.

**Reading and story books corner**

- Young children need to have the opportunity to touch, feel, and smell the books. When exposed to books, they begin to identify the front and the back of the book and learn how to turn pages.
- After reading a story in the class it is helpful if the ECCE teacher leaves a copy of the book in the book corner. Thus children have the opportunity to revisit the book and take an active interest as they begin to understand what this book is about.
- It is essential for children to interact with books as they acquire a number of pre-literacy skills through such experiences.
- These can include large board books, picture books, local folk tales, simple story books, theme related books, comics, newspapers etc.

**Dramatic play corner:**

- Children often enjoy pretending to be a teacher, a parent, a policeman or a doctor.
- By acting out what they see in their environment, they strengthen their memory. Also, this is a way for children to solve problems and engage in perspective taking.
- The materials here can include: various kinds of dolls, doll-sized furniture and clothes, doll-sized cooking utensils (pots, dishes, spoons etc), pretend food (vegetables or fruits made of clay), dress- up clothes (e.g. scarf, cap, stole, jacket, small sari, long pieces of cloth etc.), combs and a mirror.

**Puzzles and block corner:**

- By playing with blocks, children begin to learn about shapes, sizes, and colours. They may compare the blocks, arrange them in some shapes (e.g. railway track), or create elaborate three dimensional structures. Blocks motivate children to think in creative ways as they build different kinds of structures. Moreover, sometimes children build a structure cooperatively, which requires them to communicate with each other and work as a team.
- This corner should have blocks of different colours, shapes and sizes. Puzzles, matching cards, lacing strings or lacing cards, threading strings and beads should also be included. Include small toys such as cars, trucks, animals, people figures and other toys that relate to children's current interests and objects from the environment.

**Creative art corner:**

- Through drawing, painting and working with clay children begin to understand that real life objects and events can be represented in many ways. This fosters symbolic thinking, which is an important pre-writing skill.
- In addition, these activities provide opportunities to exercise fine motor muscles of the fingers and the hands, which prepare them to write.
- The materials in this corner can include: different types of paper, crayons, pencils, washable markers, slates, different coloured chalks, pieces of fabric, paints, brushes, tape, play dough or clay, rolling pins and boards, old newspaper and magazines for collage and ice-cream sticks.

**Writing corner**

- This can provide children with opportunities to develop their early literacy skills.
- Children should be allowed to experiment and activities in this corner should not be directed.
- This corner should have materials that encourage children to explore writing such as different varieties of paper in different sizes, note books, note pads, thick pencils, stamps and stamp pads, punchers, string, envelopes, etc.

**Science corner**

- This need not be a permanent corner in the classroom as children learn scientific concepts and skills in other areas of the room as well.
- This corner may be equipped with materials that focus on only one topic at a time for example ramps and wheels, magnifying glass, shells, plants, seeds, magnets and iron filings, weighing scales and weights, measuring tapes, or any other locally available materials.

**Music corner**

- This corner should provide the children with a comfortable space to relax in.
- It may be equipped with a tape recorder and a variety of music including rhymes on CDs / tapes, if possible.
- This corner may have materials such as ribbons or scarves for the children to use to promote creative movement. This corner must also encourage children to experience and explore the sounds of different instruments, such as bells, singing bowls, flutes, tambourines, string instruments and other local musical instruments.
<table>
<thead>
<tr>
<th>Time</th>
<th>Methodology</th>
<th>Expected Learning outcome</th>
<th>Material required</th>
</tr>
</thead>
</table>
| 2 hours| • Divide the group into 4. Allot them a corner-Reading corner, number work corner, dramatic play corner, creative art corner, puzzles and block corner, music corner.  
• Lay out all the TLM in the center. Ask the group members to choose their appropriate materials and create corners in the hall itself.  
• Ask them to create attractive labels for the corners.  
• Ask all participants to go through the corners.  
• De-brief by pointing out the benefits of the Learning corners for the children. | AWW demonstrate the set-up of the learning centers.                                      | DWCD kit, AF kit, Chart paper, sketch pens. |

Session 5: Effective use of helper

<table>
<thead>
<tr>
<th>Time</th>
<th>Methodology</th>
<th>Expected Learning outcome</th>
<th>Material required</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 min</td>
<td>Interactive Discussion</td>
<td>Preschool educator learns how to make effective use of resources.</td>
<td></td>
</tr>
</tbody>
</table>

MODULE 4: ASSESSMENT

Session 1: Importance of Assessment

- Assessment is an essential and integral component of any ECCE programme to ensure that the programme remains child centric and the experiences and activities are planned according to the level of the child. It gives an insight into children’s interests, achievements and possible difficulties in their learning from which next steps in learning and teaching can be planned and thereby provides a platform to support the planning of a coherent curriculum for progression in learning.
- In order to ensure that the programme is responsive to the developmental needs of the child, it is essential to maintain their developmental and learning profile.
- The purpose of assessment is to give useful information about children’s learning and development to the adults providing the programme as also to children and their families.
- It also helps ensure early identification of developmental delays, special educational needs and particular abilities.
- Assessment contributes to evaluation, revision, and development of programmes.

The areas of assessment

- The child’s interest and participation
- Skills and abilities
- Social interactions

The assessment of the children designed is formative, continuous and flow from the experiences planned in the curriculum. Formative continuous assessment is expected to document the development of the child, by interpreting the evidence from the day to day experiences of the child with the purpose of recognizing and encouraging strengths and addresses learning/developmental gaps.

Karnataka ECCE program has developed the ‘Learning Outcome Indicators’ aligned to the above specified areas of assessment. “Child Assessment Manual- 2016 Akshara Foundation” will give broad guidelines on how to conduct the assessment and what aids to use for the assessment.
Session 1-3: Training Plan

<table>
<thead>
<tr>
<th>Time</th>
<th>Methodology</th>
<th>Expected Learning outcome</th>
<th>Material required</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 min</td>
<td>Interactive Lecture</td>
<td>Educators understand the importance of honest assessment</td>
<td></td>
</tr>
<tr>
<td>2 hours</td>
<td>Interactive Demonstration</td>
<td>Educators understand the method of assessing 2-4 years old children</td>
<td>Assessment manual, kit, formats</td>
</tr>
<tr>
<td>2 hours</td>
<td>Interactive Demonstration</td>
<td>Educators understand the method of assessing 4-6 years old children</td>
<td>Assessment manual, kit, formats</td>
</tr>
</tbody>
</table>

MODULE 5: TECHNIQUES FOR EFFECTIVE PRESCHOOL TEACHING

Introduction of programme planning:

- The activities should be age and development appropriate.
- Activities fostering all domains of development should be appropriately planned.
- The attention span of young children is 15-20 minutes; therefore the duration of activities should be 20 minutes, with additional time allotted for winding up and initiation of the next activity. However, the programme should allow space and flexibility for need based variations.
- There should be a balance between structured and unstructured; active and quiet; outdoor and indoor; self-directed and adult initiated learning opportunities and individual, small group and large group activities.
- The experiences should progress from simple to complex.
- A wide range of individual and group experiences should be planned which are related to the child’s environment, are enjoyable and challenging for children.
- Routine fosters a sense of security in children. Therefore some routine should be followed in the daily programme.
- The ECCE programme should never be rigid.

- The duration of the pre-school programmes should be 3 to 4 hours. The programme should provide for some rest period during the day and if it is of longer duration, as a full day programme, then a nap time is to be ensured.
- Learning opportunities should be interconnected, linking learning experiences across developmental domains in a meaningful context, reflecting the real life context of the children.
- The language used should be the mother tongue of the child. Efforts should be made to extend their language sensitively and introduce the school language gradually to facilitate school readiness.
- Curriculum goal and objectives should guide classroom process and assessment of the children. The curriculum should be implemented in a manner that reflects responsiveness to family/home values, beliefs and experiences.
- The programme should provide opportunities for exploration and experiential learning, promoting active engagement with people and objects in the environment.

Session 1: Learning Environment

In planning for an effective Early Childhood Care and Education Programme it is important to make sure the environment includes and caters to the many learning styles of young children.

- Children between the ages of two to six acquire knowledge in ways that are considerably different from the way older children learn.
- Children during the early years learn best through direct sensory encounters with the world.
- They acquire knowledge by manipulating, exploring, and experimenting with real objects.
- The indoor and outdoor play areas form the physical environment for facilitating learning for the children.
• The indoor environment should be planned keeping in mind the interests and developmental needs of young children. A large indoor space can be divided into learning/activity corners with an appropriate arrangement of shelves and furniture.
• The outdoor environment plays an equally important role in the development of children as it provides a space for play, exploration and social interactions.
• It is mandatory that all children have the opportunity to engage in daily outdoor physical activity.
• A specific time must be set aside every day for break time and for outdoor play/activities. This time can be used for free choice of play on the climbing and playground equipment, for more structured activities involving physical movement and balance, and for practical activities such as working in the gardening patch, digging and planting, etc.

Session 2: Story Telling

• Modulate your voice correctly and appropriately
• Use simple language.
• Dramatize appropriately.
• Use lots of actions and gestures.
• Use colourful, big and appropriate picture cards/flash cards.
• Make eye-contact with all children.
• Always plan follow-up activities—like colouring, craft, question-answer, quiz etc.
• Talk about the story and discuss it a lot.
• Ask them to share any similar stories they know.
• Do not insist that they memorize the stories or morals of the story.
• Seat them close to you

Session 3: Play

It is important to give children some opportunities to engage in free play. When children have the opportunity to choose what to play with, they follow their interests and usually remain engaged in activities for long periods of time (15-20 minutes) and require minimal teacher supervision. Such opportunities help children to make simple choices, a skill that is needed for problem solving. In addition, as they remain focused on such activities for a longer duration, it helps to increase their attention span.

Sand and Water Play benefits

• Developing social relationships.
• Language
• Physical and motor development.
• Enhance eye-hand coordination.
• Building up creativity

Sand Play- Toys

Large plastic spoons and ladles; child-size spades; any number of plastic cups, bowls of different sizes; small buckets; moulds; funnels; watering can; mugs; rubber tubes; plastic balls; big plastic dolls. Avoid all sharp objects.

Water Play toys

• Containers of various size, shape and colours.
• Sponge pieces.
• Hand towels.
• Plastic balls
• Plastic bottles with caps.
• Funnels.
• Tea strainers.
• Soap.
• Objects that float.
• Objects that sink—coloured pebbles etc.
**Session 4: Teaching language and numbers in preschool**

<table>
<thead>
<tr>
<th>Skills</th>
<th>2-4 years</th>
<th>4-6 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening skills</td>
<td>Listen to story for 5-10 min</td>
<td>Listen to story for 15-20 min</td>
</tr>
<tr>
<td></td>
<td>Follow one direction</td>
<td>Follow 2-3 directions</td>
</tr>
<tr>
<td></td>
<td>Comprehend simple instructions and stories</td>
<td>Comprehend and recall stories in correct order</td>
</tr>
<tr>
<td></td>
<td>Solve simple riddles</td>
<td>Solve more complex riddles</td>
</tr>
<tr>
<td></td>
<td>Differentiates sounds in the environment</td>
<td>Differentiate sounds in environment</td>
</tr>
<tr>
<td></td>
<td>Differentiate sounds in a word</td>
<td>Identify beginning sounds of words</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Should be able to use words related to body</td>
<td>Should be able to use, name and identify words related to large and small parts of body and their functions</td>
</tr>
<tr>
<td></td>
<td>Should be able to use words related to home</td>
<td>Should be able to use, name and identify words related to home, family, relationships</td>
</tr>
<tr>
<td></td>
<td>Should be able to use words related to immediate surrounding</td>
<td>Should be able to use, name and identify words related to environment around</td>
</tr>
<tr>
<td>Oral Expression</td>
<td>Hold simple conversations regarding familiar subjects</td>
<td>Hold conversations in small groups meaningfully</td>
</tr>
<tr>
<td></td>
<td>Recite simple rhymes</td>
<td>Recite simple rhymes with dramatic expression</td>
</tr>
<tr>
<td></td>
<td>Express an idea in simple words and phrases</td>
<td>Express an idea in complete sentences</td>
</tr>
<tr>
<td></td>
<td>Answer simple questions regarding story using phrases</td>
<td>Narrate story in correct sequence independently</td>
</tr>
<tr>
<td>Reading readiness</td>
<td>Discriminate sounds in the environment</td>
<td>Discriminate sounds in a word.</td>
</tr>
<tr>
<td>Skills</td>
<td>2-4 years</td>
<td>4-6 years</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discriminate shapes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discriminate letters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify letters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Match letter-sound</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Move left to write while scanning a picture/ book.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read simple Kannada words without maatras</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify letters in books and environment</td>
</tr>
<tr>
<td>Writing readiness</td>
<td>Finger dexterity</td>
<td>Tripod grasp for pencil</td>
</tr>
<tr>
<td></td>
<td>Eye-hand coordination</td>
<td>Use brush and pencil comfortably</td>
</tr>
<tr>
<td></td>
<td>Use crayon, paint and chalk comfortably</td>
<td>Identify letters by seeing and touching the shapes</td>
</tr>
<tr>
<td>Senses</td>
<td>Should be able to identify and discriminate 2 objects based on sensations</td>
<td>Should be able to identify, discriminate and seriate objects/ experiences based on sensation</td>
</tr>
<tr>
<td>Memory</td>
<td>Recall 3-4 objects/ words</td>
<td>Recall 6-7 objects/ words</td>
</tr>
<tr>
<td>Classification</td>
<td>Classify objects based on any 1 concept</td>
<td>Classify objects based on 2 or 3 concepts</td>
</tr>
<tr>
<td>Sequencing</td>
<td>Repeat a pattern</td>
<td>Repeat and extend a pattern/ events in correct sequence</td>
</tr>
<tr>
<td>Concepts</td>
<td>Colour- RBY</td>
<td>All colours and shades of colours</td>
</tr>
<tr>
<td>Skills</td>
<td>2-4 years</td>
<td>4-6 years</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Identify Shapes - Basic shapes</td>
<td>Identify, name and draw shapes</td>
</tr>
<tr>
<td>Environmental Concepts</td>
<td>Birds, animals, plants, fruits, vegetables, transportation etc</td>
<td>Advanced concepts and the interrelation between Birds, animals, plants, fruits, vegetables, transportation etc</td>
</tr>
<tr>
<td>Pre-number concepts</td>
<td>Differentiate between objects based on Size, length, weight, distance</td>
<td>Seriate objects based on Size, length, weight, distance</td>
</tr>
<tr>
<td></td>
<td>Directional/ Positional skills - Left/ right; Up/Down; Front/Behind; In/On</td>
<td>One to one correspondence</td>
</tr>
<tr>
<td></td>
<td>Rote recitation of numbers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number-object relationship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Digit recognition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Simple addition with objects</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Simple subtraction with objects</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Day/Night; Weekdays/ Months</td>
<td>Time to the hour; identifying current day/date/ month</td>
</tr>
<tr>
<td>Measurement</td>
<td>Measurement - Foot and hand span</td>
<td></td>
</tr>
</tbody>
</table>
Session 1-4 Session plan

<table>
<thead>
<tr>
<th>Time</th>
<th>Methodology</th>
<th>Expected Learning outcome</th>
<th>Material required</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>30 min</td>
<td>Interactive Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Educators understand the importance of learning environment</td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>2 hours</td>
<td>Demonstration</td>
<td>Puppets, Dramatic play articles, story books</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Educators can follow and demonstrate the techniques of story telling.</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>1 hour</td>
<td>Interactive Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Educators understand the importance of play for learning</td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>2.5 hours</td>
<td>Interactive Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Educators understand the importance of learning progression in language and numeracy</td>
<td></td>
</tr>
</tbody>
</table>

Session 5: Phonics for English

*Phonics Method* is a method for teaching reading and writing of the English language by developing learners' phonemic awareness—the ability to hear, identify, and manipulate sounds that the letters make—in order to teach the correspondence between these sounds and the spelling patterns that represent them.

Whenever we introduce a language, Indian or foreign, the basic steps remain the same.

Listening ←→ Speaking ←→ Reading ←→ Writing

Take a minute to review this and you realize that this works for English, French, Kannada, Hindi, etc etc etc without an exception. There is never an instance, except when there are physical difficulties, that this sequence is upset. Even in those cases, there will be some manner of receiving and expressing language, which happens before reading and writing.

*Phonics Method*

Phonics (used sometimes interchangeably with Phonetics) is probably the most widely used way of teaching reading to preschool children. This method focuses on teaching the child the correspondence between letters and the sounds that they make. Once the letters and the sounds are learnt, the child is taught to blend 2, 3, 4 letters/ sounds together to form words. Phonics reading is an important part of helping children learn to read and is an excellent foundation for children learning to read and spell.

The phonics system had been used successfully in the USA and Europe for many years to teach children how to read. It supplies the student with tools to expand their vocabulary. Children begin learning to read using phonics usually around the age of 5 or 6. Teaching English reading using phonics requires students to learn the connections between letter patterns and the sounds they represent. Phonics instruction requires the teacher to provide students with a core body of information about phonics rules, or patterns.

<table>
<thead>
<tr>
<th>Time</th>
<th>Methodology</th>
<th>Expected Learning outcome</th>
<th>Material required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour</td>
<td>Demonstration</td>
<td>Educators understand the technique of teaching language through phonics</td>
<td>Audio sound track</td>
</tr>
</tbody>
</table>
Session 6: Art, Craft, music and movement

Art is basic. Of course, every subject area is important, but no program for young children could succeed without emphasizing art. Through making, looking at, and talking about their own artwork and the art of others, three-, four-, and five-year-old children are doing the following:

- Expressing their feelings and emotions in a safe way. They learn to control their emotions and recognize that they can express and handle negative as well as joyous feelings through positive action.
- Practicing and gaining fine muscle control and strengthening eye-hand motor coordination. By holding paintbrushes and learning how to control paint, crayons, scissors, and other art tools, children gain the skills necessary for later writing activities as well as a feeling of control over themselves and their world.
- Developing perceptual abilities. Awareness of colors, shapes, forms, lines, and textures result as children observe these and try to replicate them through art.
- Being given the opportunity to make choices and solve problems. How do you get the legs to stick on a clay figure? What color should I use? Making art offers children a multitude of choices and many decisions to make.
- Seeing that others have differing points of view and ways of expressing these than they do. Comparing children’s drawings, paintings, or models gives children concrete, dramatic examples of how different people express the same thing in different ways.
- Experiencing success. Because art leaves the end open to the creator, all children experience a measure of success. This is why art activities are appropriate for children with special needs. Regardless of the physical or mental need of the child, there is some art media and activity through which he or she can experience success.

<table>
<thead>
<tr>
<th>Time</th>
<th>Methodology</th>
<th>Expected Learning outcome</th>
<th>Material required</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 hours</td>
<td>Activity</td>
<td>Divide the group into 4 smaller groups. Ask them to demonstrate and conduct activities for a larger group for art, craft, music and movement</td>
<td>art materials, musical instruments.</td>
</tr>
</tbody>
</table>

Session 7: Low cost No cost teaching aids

Increasingly we find that the materials that we use for children become used and spoilt over a period of time. The need for resources and funds is unending, keeping this in mind, Low cost no cost teaching aids can be a very good supplement. They are made from locally available materials and can be made by the teacher with minimal effort. There are several objects that can be made using discarded calendars, newspaper, bottle, bottle caps etc.

**Natural Materials:**
- Like—pebbles, seeds, leaves,
- sand, water, flower petals,
- clay, quill, egg shell, Pea nut shells

**Others:**
- Like used boxes, empty cartons, old books, magazines, empty match boxes, pieces of cloth, hard board covers of books and notebooks, plastic covers, chocolate rappers, old invitation cards, rubber bands, old newspapers, paper bags, old spectacles, old duppatas, white and kaki shirts etc.
Sample Uses:

- Plastic lids – art and craft, counting, frames
- Buttons, plastic bangle pieces-art and craft, counting, sorting matching activities.
- Old socks (clean ones) – Hand puppets
- Seeds-art craft, decoration, counting, sorting, matching and playing games
- Pencil and crayon shavings-collages
- Old magazine pictures-conversation cards, collages, cut and paste activities
- Empty match boxes-building blocks, construction materials, counting matching, sorting
- Card board covers of old notebooks- to make flash cards, construction sets, tan gram sets
- One side printed paper-for drawing and painting
- Both side printed paper-cutting activities, collage
- Old newspaper – painting, art and craft, paper Mache

<table>
<thead>
<tr>
<th>Time</th>
<th>Methodology</th>
<th>Expected Learning outcome</th>
<th>Material required</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 hours</td>
<td>Demonstration</td>
<td>Educators can make teaching aids from low cost materials.</td>
<td>As per Resource person. Making you own TLM (from Educators Manual)</td>
</tr>
</tbody>
</table>
Role of community and stakeholders in Pre Primary Education

(source: operation team – Akshara foundation)

Background
Pre-primary education is the actual foundation for any child. Especially the pre primary education will contribute much more to all stages of child development. Ensuring this kind of education for everyone is one of the prime responsibilities of the government. Attaining this, it is not the sole responsibility of the teachers or department, the community, particularly the parent, guardian and societal stakeholder’s participation is vital.

Every child’s education begins from the stage of pre primary education. The activity based education provided by anganawadi will play a vital role during this period. The anganawadi’s have to build good relationship with the community and provide learning oriented environment to the child. The role of various stakeholders is also important in this process. At the same time, some questions will also arise in this regard:

- What are our expectations?
- What is the need of the community?
- What are we going to do?
- What is ICDS?
- What are the objectives of model anganawadi?
- Why is the community important?
- NGO cannot do permanent work like Government, but they work with government as a linkage / partner.

We need to understand the above mentioned points and required to plan the implementation stages. In addition to this, we need to be aware of who are the community / stakeholders in pre primary education.

- Parents
- Children
- Anganwadi workers / Assistants
- Child Development Committee
- Department of Women and Child Development / Government
- Elected Representatives
- Akshara Foundation
- Donors / Volunteers

The above stakeholders expect good work from anganawadi and its environment. It is essential to know about these and the details are as follows:

1. **Parent’s expectations:**
Children’s learning, good school and schools with good facilities are the expectations of parent. At this juncture, we need to meet parents during the community visit and explain the organisational objectives and also elicit expectation of parent.

2. **Children**
How children play an important role in the community? We have to know that, if the children get enrolled and be present in the anganawadi, then only the anganawadi will look good. In addition to that, if the anganawadi has got good learning environment and quality learning, it will lead to good learning in the children.
3. **Anganwadi Worker / Helper**

In the community, anganwadi workers will also play the role of stakeholder. Anganwadi worker has to work for the improvement of children’s attendance. The parent’s cooperation is very much important in sending children to anganwadi. To improve the enrolment of children to anganwadi it is very much needed to provide better pre-school environment. One has to develop confidence among communities, about our anganwadi and accomplish and reach the goal in a short interval. If excellent work has not been done at the local level, the higher authority cannot find and suggest permanent solution anganawadi. When we understand that community has lost their confidence and goodwill on schools and anganwadi, then it is important that, how we work as a channel between government and community.

4. **Bal Vikas Samithi:**

Bal Vikas Samithi also plays an important role in strengthening of anganwadi. The important role of Bal Vikas Samithi’s are development of anganwadi, preschool education of children, mobilisation of resources, participation of parents and extend cooperation to parents and anganawadi workers etc. To the attainment of our thoughts and objectives, we need to work with the community by taking them in to confidence.

5. **Government Departments:**

Being stakeholders, providing worthy and quality building to anagnawadi’s, creating good learning environment to children, to improve children’s learning ability by providing better training and resources to anganawadi workers and responding to their problems are the focal responsibilities of the various departments of the government. Children’s development has to be ensured by attaining the coordination between the departments which is supplementing children’s overall development.

6. **Elected Representatives:** Elected representatives are also the stakeholders in anganwadi. They should discuss with Bal Vikas Samithi and parents to solve the problems and work as a key person between departments and community.

7. **Donors and Volunteers:**

We have to find out donors and introduce them to anganawadi and request them to provide their assistance in construction of building, safe drinking water facility, learning materials for better teaching. Give more attention towards mobilising volunteers for various activities and developments.

8. **Akshara Foundation:**

As members of Akshara Foundation, we should understand how to work as a bridge between stakeholders, government and the community. Akshara Foundation should cooperate by collecting statistical data of anganwadi children, helping to improve the children’s learning ability and form better learning environment, training of anganwadi workers and Bal Vikas Samithi and also in empowerment and sensitization of parents etc.
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