

DRAFT

PRESCHOOL CURRICULUM

FOREWORD

The first three to six years play a key role in a child's life as they begin to absorb the world around them and develop. These experiences that children have early in their lives affect their physical, cognitive, emotional and social development. Children develop the healthiest when they are provided environments in which they can explore the world around them, play with others, and learn to speak and listen to others. To ensure the future success of a child, it is important to provide a strong start by providing experience which are based on sound theoretical foundations and are developmentally appropriate.

Preschool is an important stage which lays the foundation for life-long learning and all round development of the child. It is also the starting point of formal education. What the child needs at this stage is a curriculum that is play based and caters to the all round development. This will enable the child to be better prepared to meet not only the immediate challenges of the primary education but also of life-long learning.

Unfortunately, what the child in most cases is getting today by way of preschool education is a downward extension of the primary stage curriculum, for which the child is not developmentally ready and forcefully learns through rote learning, as a result conceptual foundation of the child remains weak. This has serious repercussions on the later stages of school education.

It is in this context, NCERT has come out with two documents:-“Guidelines for Preschool Education” and a “Curriculum for Preschool education” to help the teachers, administrators, policy planners and other stake holders to provide good quality preschool education to children. The guidelines provide the parameters for infrastructure, qualifications and salary for preschool staff, admission process and records and registers to be managed, importance of coordination and conversions with community and parents.

The curriculum has been designed for two years of preschool before class I, which includes three major goals to be achieved highlighting the key concepts/ skills, pedagogical processes and learning outcomes for Preschool I and II.

This present document is a result of collective thinking of subject experts, teachers and teacher educators. It is suggestive and can be adopted/ adapted as per need. The Department of Elementary education shouldered the responsibility of developing both the documents. The efforts put in by everyone are appreciated.

We welcome comments and suggestions to improve the quality and usability of this document.

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New Delhi
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ABOUT THE CURRICULUM

The present document titled ‘The Preschool Curriculum’ is designed for young children from 3-6 years. These years are the foundational years. The content of this document is based on developmentally appropriate approach and it defines the vital role of preschool teachers and educators in connecting the content, goals, pedagogical processes & practices and ultimately Early Learning Outcomes of early years.

How the document is organised?

The document is divided into three parts:

Part I discusses the significance of early years, objectives, characteristics of preschool children and the guiding principles for the present curriculum.

Part II provides the brief description of curriculum goals, key concepts/ skill, pedagogical processes and early Learning Outcomes for preschool I and II.

Part III discusses about the designing of preschool environment, implementation of curriculum comprising eight chapters i.e.

Chapter 1: Designing the Preschool environment- Provides the information for designing the structure of preschool classroom which makes it possible for teacher to plan and execute. This includes how teachers create activity area in the classroom, plan daily and weekly schedule, organize individual, small group and large group activities & create a stimulating environment which help children to get along with other children.

Chapter 2: Planning & Implementation of the Programme-Discusses various pedagogical approaches for curriculum transaction, programme planning and its effective implementation.

Chapter 3: Assessing and Guiding Children Development and Learning- Discusses different methods of observing and assessing children, recording, collecting information and linking it to achievement of early learning outcomes.

Chapter 4: Role of the Teacher- highlights the qualities of a good teachers, their training needs, role of the helpers for carrying out the preschool programme effectively.

Chapter 5: Supervision and Monitoring- deals with the most important component for ensuring, quality implementation of preschool programme i.e. it provides suggestive ways for monitoring and supervision for ensuring the quality of preschool programme.

Chapter 6: Partnership with Parents and Community- discusses the benefits of quality partnership with the parents & community. Involving parents & community in Preschool programme is very important pedagogy to support children optimal development and learning. This also talks about how to get to know parents & families,

communicating with them regularly ways to involve them in Preschool programme so that our children flourish in their early year.

Chapter 7: Addressing Concern Related to Early Learning- It discusses some concerns which needs to be addressed for quality improvement in Preschool Education.

Chapter 8: Supporting Children's Transitions highlights, how smooth & successful transition have a positive impact on children's later success, their sense of well-being, their ability and desire to learn and handle new experiences with confidence when they enter in Class I.

To conclude, this document provides a comprehensive picture of quality Preschool Programme. We hope the present Preschool Curriculum will help the teachers to create an enabling environment in the classroom where they can help children play & learn & raise happy children. It is hoped that the curriculum will guide the teachers and support in planning and executing the developmentally appropriate activities for enriched foundation for life, which is their right.

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AT A GLANCE

THE PRESCHOOL CURRICULUM



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PART-I

SIGNIFICANCE OF EARLY YEARS

The early years are the most significant years for the human growth, development and learning. There is a growing evidence of the substantial benefits that are derived from the investments made in the early years. Research from the neurosciences has highlighted that this is the stage for rapid and extensive brain development. Environmental conditions during early years substantially affects the growth of children's neural pathways. Providing right stimulation at the right time is the key to the networking of brain cells, which shape the way individuals behave, think and learn for the rest of their lives. Hence, providing adequate opportunities for stimulating experiences favorably affect various learning abilities. Based on this understanding preschool curriculum aims at providing a cohesive approach to facilitate the unfolding of each child's innate potentials in all the domains of development. The curriculum focuses on the developmental stages when children enquire, explore and discover a great deal about themselves and establish attitudes and competencies related to the learning that stay with them for life.

The multiple functions of the brain operate in a richly coordinated way and lead to the acquisition of skills and abilities in all areas of development. The all-round capacities that emerge in 3 to 6 years age group or the early years are the pre-requisites for later success in school and life. Through creative play, well thought out games, and developmentally appropriate activities, children can be equipped to enhance their working memory, focus their attention and acquire self-control. These skills of executive functions and self regulation provide children with the foundations which help them actualize their potential as confident and efficient learners in the later years. The present curriculum aims to integrate the various domains of development with the expected learning outcomes in ways that are compatible with the natural learning behaviour of young children in this age group.

Coordination across preschool and early primary classes promotes smooth transitions, enables children to build on their foundational skills, and facilitates a coordinated, sequential strategy for promoting early learning, which provides support for children throughout their life.

Definition of Preschool Education

Preschool education is defined as any setting imparting education to the children from 3+ to 5+ years. It is referred by any nomenclatures such as *anganwadi*, *balwadi*, nursery, preparatory, pre-primary, lower kindergarten (LKG), upper kindergarten (UKG) etc.

Objectives of Preschool Education

- ❖ To enhance the all round development of a children's personality and inclusion of healthy attitudes, life skills and good values.
- ❖ To lay the foundation for a healthy, productive, and satisfying life in the future by enabling the children to develop her/his maximum potential through,
 - Physical well-being, health, and motor development
 - Personal, social and emotional development

- Creative, and aesthetic development
 - Language, communication and literacy development
 - Cognitive development -environmental awareness, development of scientific temper and developing mathematical thinking and reasoning
- ❖ To prepare child for smooth transitions from home to schools and from preschool to primary school

Characteristics of Preschool Children

At the preschool stage children are curious and enchanted about the world – its colours, shapes, sounds, sizes and forms. But most of all they are enchanted with the people – to begin with their immediate care givers and others. This ability to connect with others and to share feelings with them lays a special basis for learning. The child’s ability to experience the world gets richer and more differentiated over the years. Children start distinguishing between the colours, long and short, less and more and so on. This early learning takes place as a part of communication with adults in which language also plays a very important role. Children need to be given opportunities to investigate, explore, and develop an understanding of their immediate and wider environment – human, social and cultural. In the exploration of their environments, children are involved in observation, questioning, discussion, prediction, analysis, exploration, investigation, and experimentation. In this process they construct, modify, and develop a broad range of scientific concepts and ideas.

The present curriculum, therefore, includes the specific content and pedagogy to suit the age and developmental requirements of this stage. The curriculum finds its base from the theoretical and conceptual frameworks in the form of the guiding principles. This not only provides the required flexibility in terms of age, given the diversity in policies, but also caters to the realities of multilevel; multi age classrooms and ensures a smoother transition from preschool to early primary classes leading to better performance and better retention rates.

Guiding Principles for Preschool Curriculum

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

- ❖ **Learning is continuous and cumulative:** Learning begins at birth and continues over life. Since, children learn through senses and stimulations. The early care and stimulation have a cumulative impact on their development. It is imperative that children are provided with optimal stimulation in the early years.
- ❖ **Neuro-scientific evidence proves that early learning matters for later outcomes:** Increasingly, sophisticated neurobiological research shows that pathways set in the very early years of a child’s life program the ways children learn. While genetics plays an important role in the way brain is structured, it is often a child’s early experiences that are crucial in determining how the brain will eventually, be shaped.

- ❖ **Each child is different and grows, learns and develops at her/his own pace:** Although all children largely follow the same sequence of development, each child is unique and acquires abilities and skills at their own pace. A good preschool program respects the different abilities and individual pace of development of children and ensures that all children develop physically, socially, emotionally, morally and intellectually to their full potential. The curriculum follows the developmentally appropriate practices (DAP) that are appropriate to their age, stage and context to promote children's optimal learning and development. It suggests the use of multiple teaching strategies to address the needs of children at the respective developmental stages of children.
- ❖ **Play and activity are the primary context of learning:** Play and activity are the best medium for Preschool education. It offers opportunities to explore, experiment, manipulate and experience the environment thus, children construct their knowledge. The curriculum suggests the play activities, which have balance between different kinds of play like free and guided, active and passive, indoor and outdoor, and structured and unstructured play. It also gives opportunity for self-initiated play/activities emerged through their interest and choices.
- ❖ **Responsive and supportive interactions with adults are essential to children's learning:** Children learn through the relationships they have with their parents, families, caregivers, teachers, and communities. Nurturing relationships help children become secure, confident, curious, and communicative. These relationships help children learn how to control their emotions and relate to others. Interacting with a caring adult helps build the child's brain.
- ❖ **Children learn by constructing knowledge through challenges, repetition, and benefit from instruction by teachers and peers:** Learning sustains when constructed. At early stage, children start exploring the next level of information and the spiral continues. It needs to be ensured that children are provided developmentally appropriate materials, experiences, and challenges in order to help them construct their own knowledge. The process also involves repetition of tasks, instructions from the teachers and more knowledgeable peers so that each child reaches her/his potential and is able to do the task, independently.
- ❖ **Interactive teaching enhances learning experiences:** Interaction (child-child-, child-teacher, and child-material) is the most significant aspect of quality preschool education. The interaction between children, the range of environmental and cultural experiences along with meaningful dialogues helps children, build a solid knowledge foundation, and prepare them for formal schooling. The curriculum provides opportunity for creating an interactive environment through interactions with indoor and outdoor environments.
- ❖ **Development and use of indigenous material enhance learning opportunities:** Use of available indigenous resources helps in providing early stimulation and education to the children. It also preserves indigenous values and other aspects of cultural background vital for cultural identity. It provides opportunities to the teachers, children, caregivers, and community to contribute in active and constructive teaching-

learning process. The curriculum recommends use of locally available resources in their cultural context.

- ❖ **Responsiveness to the context and diversity of status and experiences support learning:** It is essential that programs identify the strengths and abilities of all children to ensure that learning opportunities are maximized and that all children are fully included in every educational experience and activity. Children with disabilities may need more individualized instructions in order to develop and learn the skills, behaviours, and concepts. They may require accommodations in the environment or in instructional strategies. Some may require adaptive materials or assistive technology. It is essential that parents and special educators be involved in developing the educational plan for children having special needs.
- ❖ **Family involvement contributes to learning:** Involvement of parents and family contributes to the learning and development of the children. The curriculum recommends participation and involvement of family in preschools as well as at home.

PART-II

The Curriculum

The present curriculum is built upon the three goals which cater to all the domains of development. The early learning outcomes (PS I & PS II) to be achieved by the children, the pedagogical processes to be used by the teachers and the key skills and concepts to be focused are suggested for the effective execution of the curriculum.

GOALS

Goal 1: Children maintain good health and wellbeing. This goal highlights the different aspects of the socio-emotional and physical -motor development of the children. These aspects include the development of self concept, self control, social skills, eye hand coordination, and refinement of gross-motor and fine motor skills. It also provides orientation to health, nutrition, hygiene, and safety of the children.

Goal 2: Children become effective communicators. This goal explains the development of language, and literacy skills to make children effective communicators. In this regard this goal suggests the ample opportunities to be given to the children for listening, speaking, reading and writing.

Goal 3: Children are involved learners and connect with their immediate environment. This goal highlights how different concepts are formed and skills are acquired by the children when they interact with the environment. Opportunities to be curious, explorer, expressive, persistent, disciplined, creative, and a good observer are the essence of this goal. In addition, to a variety of experiences and situations for problem solving, critical thinking, reasoning etc. are suggested.

KEY CONCEPTS /SKILLS: Under each goal, the key concepts or the skills are given for the teachers, aiming at holistic development of the children. Teachers are expected to ensure each concept or the skill is addressed in a variety of ways during transaction of the curriculum.

PEDAGOGICAL PROCESSES: Pedagogical processes are the strategies to be used by the teachers to children to transact the curriculum in such a way that children construct their learning by exploration, investigation, problem solving and critical thinking thus, achieve the specified learning outcomes.

Early Learning Outcomes (PS-I & PS-II): Early Learning Outcomes are the expectations for the learning and development of young children. It defines what children should know and be able to do at the end of a year. Teachers align instructions and opportunities for play, exploration, discovery, and problem-solving in order to achieve the learning outcomes.

PRESCHOOL-I

Goal 1: Children Maintain Good Health and Well-being		
Key Concepts/ Skills to be developed	Suggested Pedagogical Processes <i>(What a Teacher could do)</i>	Early Learning Outcomes
<ul style="list-style-type: none"> • Development of <ul style="list-style-type: none"> -Positive self- concept - Self-awareness - Self esteem -Self control -Participation and interaction • Development of good habits, health, hygiene and sanitation • Maintenance of adequate growth • Sensory integration • Development of gross motor skills (walking, balancing, running, jumping, creeping-crawling-rolling, swinging, hopping, climbing (ascending and descending), rhythmic movement, skills with a ball or ring (throwing, catching, kicking) • Body awareness • Fine motor skills (threading tearing pasting scribbling colouring printing modelling Folding) • Adaptations and inclusions for children with special needs. 	<p>Providing Opportunities and Experiences for:</p> <ul style="list-style-type: none"> • Children to know about themselves, their family members, and distinguish people and relationships (e.g., brother, aunt, cousin) • Supporting children for their sense of self-worth and pride in accomplishments. • Building relationship with each child. • Expressing and recognizing feelings. • Recognizing and understanding the rules for being together with others such as small group activities, playing in various activity areas, role plays, and storytelling etc. • Exercising children’s choices and attempts at solving problems • Answering child’s questions directly • Engaging children in a variety of play activities with other children (e.g., dramatic play, art projects, free play etc) • Reading aloud stories or puppet plays in which characters share, take turns, help and cooperate. • Demonstrating empathy and understanding for both children at times of conflict between two children, • Providing opportunities for dramatic play that promote group work and an understanding of social roles • Using toilet, washing hands with adult assistance etc. • Periodic health checkup (height, weight and general health) 	<ul style="list-style-type: none"> • Describes self (<i>e.g., talk about self in terms of looks, gender, family, and interests; complete a self-portrait and describe the picture to the teacher</i>). • Recognises and expresses feelings that are appropriate to the situation. • Shows empathy, sympathy, and caring for others. • Demonstrates attachment to familiar adults and interacts easily • Begins to share materials and demonstrates appropriate behavior such as helping, sharing, and taking turns • Begins to understand and follow simple rules. • Participates in group activities • Shows regularity and punctuality • Demonstrates hygiene and sanitation practices • Uses senses for knowing and understanding the environment • Plays actively and develops muscle coordination while kicking, jumping, rolling etc. • Exhibits eye-hand

	<ul style="list-style-type: none"> • Provision for supplementary nutrition • Opportunities for messy play, sand play and water play. • Providing health and nutrition education to the children, parents and community • Hands-on experiences using objects that encourage sorting, matching, imagining, pushing, pulling etc. • Using safe equipment and environments that vary in skill levels (e.g., tricycles, tires, hoops, balls, balance beam etc.). • Practising skills e.g., hopping, catching, throwing overhand, jumping. • Dance, rhythmic and other movement activities that use both sides of the body (e.g., bending, twisting, stretching, balancing) • Activities strengthening hand grasp (e.g., molding play dough, clay). • Using pincer grasp of thumb/forefinger (e.g., gluing small pieces of paper, tearing& pasting papers, peeling/ sticking stickers, picking up small objects with fingers). • Adapting activities to ensure participation of children with special needs. 	<p>coordination in scribbling, colouring, threading, stringing, copying, tearing, pasting, lacing etc.</p> <ul style="list-style-type: none"> • Explores and participates in music, dance and creative movement.
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Goal 2: Children Become Effective Communicators

Key Concepts/ Skills	Suggested Pedagogical Processes <i>(What a Teacher could do)</i>	Early Learning Outcomes
<ul style="list-style-type: none"> • Sound discrimination • Listening span(duration) • Listening comprehension • Vocabulary development related to body, home and environment • Fluency and clarity of expression • Creative self expression • Auditory discrimination • Visual discrimination • Auditory-visual association 	<p>Providing Opportunities and Experiences for :</p> <ul style="list-style-type: none"> • Free and guided conversation and supporting them in using a variety of communication strategies including gestures • Turn talking and listening to others • Rhymes and songs involving a lot of rhyming words and repetitions with actions • Picture reading/ conversation-select pictures that have many 	<ul style="list-style-type: none"> • Listens to others and responds, demonstrating some social conventions like eye-contact, turn-taking • Answers questions, to give information and asks questions to find information or seek an explanation • Knows a wide-range of rhymes, poems and

<ul style="list-style-type: none"> • Directionality- left to right • Eye hand coordination • Small muscle development • Handling writing tools (thick crayons, thick brushes etc.) • Exposure to second language 	<p>talking points e.g. a railway station, a market, etc.</p> <ul style="list-style-type: none"> • Age appropriate stories (5-10 minutes) in various forms (orally, with props, pictures, puppets etc.) • Read Aloud from books to expose children to the written language register (short, simple, meaningful texts with which they can relate) • Vocabulary development games • Listening to simple English words, action rhymes through audio-video • Asking open ended questions to stimulate thinking and speaking during conversations, picture talk and story telling • Games that encourage them to play with words (e.g. nonsense rhymes) • Visual discrimination games (<i>which is different?</i>) • Creating a print rich environment in the class (<i>by labeling things, shelves, posters, etc.</i>) • Shared Reading (<i>levelled text to do finger-print-voice matching</i>) • Activities to develop awareness of sound segments (<i>phonemes, rhyming words</i>) e.g. <i>phonic games with beginning sounds</i> • Explore print in the immediate environment (<i>familiar signs, logos, on toffee/ biscuit wrappers</i>) • Play with manipulative materials to refine eye hand coordination e.g. <i>threading beads</i> • Scribbling on variety of papers • Colouring within large closed spaces 	<p>songs</p> <ul style="list-style-type: none"> • Shows awareness of the structure of words by recognizing syllables and sounds within words • Follows one to two simple oral instructions • Identifies initial sounds in a spoken word • Gives answers or responds appropriately during activities/ conversations. • Talks in full sentences • Communicates needs and thoughts • Begins to gain sense of directionality in writing • Exhibits awareness of environmental print and reads print available on items of personal or daily use • Pretends to read using picture cues and prior knowledge • Decodes or sounds out a few familiar letter symbols • Demonstrates a developing understanding that print runs from left to right and top to bottom, turns pages from left to right • Draws, scribbles and describes • Gains understanding of the written language being meaningful and that it can be 'read out' and pretends to read own writing • Uses invented characters to 'write'
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Goal 3: Children are Involved Learners and Connect with their Immediate Environment		
Key Concepts/ Skills	Pedagogical Processes <i>(What a Teacher could do)</i>	Early Learning Outcomes
<ul style="list-style-type: none"> • Sensory development (see, hear, touch, smell and taste) • Memory • Observation • Classification • Sequential thinking/ pattern making • Problem solving • Reasoning • Experimentation • Exploration <p>Concept formation</p> <ul style="list-style-type: none"> • Concepts: colors, shapes, pre-number, day-night, morning-evening, hot – cold <p>Concepts related to environment-</p> <ul style="list-style-type: none"> - Natural - Physical and - Social <p>(myself, family, animals, fruits, vegetables, transport, water etc.)</p>	<p>Providing Opportunities and Experiences for :</p> <ul style="list-style-type: none"> • Nature walk to observe different things in their immediate environment • Manipulating objects/ materials such as blocks, interlocking toys • Sensory development activities for all the five senses such as using textures, sound boxes, embossed material etc. • Picture reading, odd man out activities, completing 2-3 piece puzzles, simple maze, simple grouping activities such as putting together blocks of same color: size and shape (one attribute at a time) • Copying simple patterns and creating using environmental materials <i>such as flowers, twigs etc.</i> • Posing simple problem solving questions for <i>e.g. What will you do if you want a toy that is kept on the top of the almirah?</i> • Using concrete objects to help with problem solving and sorting activities • Singing rhymes, and poems • Observing numbers in the immediate surroundings. • Measuring objects using simple measuring tools such as cups, glasses and jars and non-standard measurement (<i>e.g. handful of seeds/ toffees, a cup of water/ milk, pinch of salt etc.</i>) • Asking “why” questions and find answers through exploration. • Number rhymes, games, puzzles. • All concept formation activities/experiences need to be given in the following sequence: <ul style="list-style-type: none"> - <i>Matching</i> - <i>identification</i> - <i>naming</i> 	<ul style="list-style-type: none"> • Develops ability to discriminate through the five senses by matching and identification • Develops ability to observe, remember and recall few objects at a time • Identifies a missing part of a picture of a familiar object • Classifies a group of objects by one concept eg. Shape or color. • Uses thinking skills to solve simple problems such as completing 3-4 piece puzzle. • Arranges objects in a particular order. • Reproduces patterns and creates own design • Places objects in one to one correspondence. • Develops ability to understand the part and whole relationships at a simple level • Observes objects and events with curiosity to understand the immediate surroundings in which s/he lives. • Demonstrates awareness and appreciates beauty in the environment. • Matches, identifies and names different colors, shapes and differentiates between big-small, more or less, long-short, fat-thin etc. • Uses positional words in his/her daily vocabulary like on- under and top-bottom

		<ul style="list-style-type: none"> • Shows awareness about day-night, morning, evening • Counts upto 5 • Recognises numerals upto 5
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PRESCHOOL-II

Goal 1: Children Maintain Good Health and Wellbeing		
Key Concepts/ Skills	Suggested Pedagogical Processes <i>(What a Teacher could do)</i>	Early Learning Outcomes
<ul style="list-style-type: none"> • Development of <ul style="list-style-type: none"> -Positive self- concept - Self-awareness - Self esteem -Self control -Participation and interaction -Initiative -Independence and confidence, and leadership -Respect for others feeling and rights -Responsibilities for self and others -Empathy and care towards olds, differently able and needy -Attitude of care and nurturance for plants and animals • Development of Good Habits, Health, Hygiene and sanitation • Awareness about healthy eating, safety rules and child abuse (good touch and bad touch) • Maintenance of adequate growth • Development of Gross motor skills like: walking, balancing, running, jumping, creeping-crawling-rolling, swinging, hopping, 	<p>Providing Opportunities and Experiences for :</p> <ul style="list-style-type: none"> • Supporting children for their sense of self-worth and pride in accomplishments. • Imitation games such as follow the leader, relay race, ball catch and throw, animal movements. • Planning for such games where children enjoy free formation such as musical game, number-up (grouping according to number), fire in the mountain run-run ..., etc that involves sense of space, distance and direction. The children will learn to observe, find and maintain their own safe space through such games. • Teacher should encourage active participation of ALL children in different activities. She must ensure that the materials provided are safe and different materials and equipment for exploration of skills. • Performing like different characters from their immediate environment, or stories • Children to use toilet, wash hands independently etc. • Healthy eating habits • Discussing safety rules at places through role plays and demonstrate that children can follow. • Awareness about good touch and 	<ul style="list-style-type: none"> • Identifies herself/himself as a friend of other children • Initiates interaction and play cooperatively with friends. Displays appropriate hygiene and sanitation practices • Demonstrates self-control , cooperation, helping, sharing in large/ small groups • Identifies feelings , likes and dislikes and learns to control emotions with help • Expresses own preferences and interests • Takes responsibility and makes choices • Shows concern for people and environment • Displays relevant and appropriate habit formation with increased attention span and persistence in daily activities • Follows basic rules of safety at home, school and play ground • Develops persistence in completing the task • Maintains basic health,

<p>climbing (ascending and descending), rhythmic movement, throwing, catching, kicking</p> <ul style="list-style-type: none"> • Body awareness • Spatial awareness • Fine motor skills such as threading, tearing, pasting colouring, printing, paper folding, joining dots, tracing, copying, pouring, painting, drawing, using manipulative material • Adaptations and inclusions for children with special needs. 	<p>bad touch</p> <ul style="list-style-type: none"> • Playing games for recognizing traffic lights, signs and road safety • Inviting policemen, vegetable seller, potter, doctors etc. to talk to children about their professions • Individual, pair activities, small group and large group activities involving basic gross motor skills on different surfaces. • Participate actively in action songs involving simple turn, twist, and stretch of body (<i>left, right, around and rhymes like 'Head and Shoulders' so that children become familiar with their body parts and direction of movements.</i>) • Engaging children in dance and games imitating creative and rhythmic movements such as moving like animals, etc. • Understanding spatial relationships such as to stand in front of a chair, behind a chair, next to the chair, on top and under the chair). • Focus on eye, hand, leg, and body balance and coordination. (<i>e.g., walk on even, different surfaces— even and uneven, surfaces, relay races, free play on equipments and organised games, etc).</i>) • Adapting activities to ensure participation of children with special needs. 	<p>hygiene and sanitation practices</p> <ul style="list-style-type: none"> • Demonstrates basic gross motors skills with greater coordination (<i>running, jumping, hopping, galloping, throwing, kicking, and catching skills</i>) • Exhibits eye-hand coordination and dexterity <i>in joining dots, copying, scribbling, colouring, threading, stringing, tearing, tracing along the outline, pasting, lacing etc.</i> • Explores space, and participates actively and express creatively in music and movement activities.
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Goal 2: Children become Effective Communicators

Key Concepts/ Skills	Suggested Pedagogical Processes (<i>What a Teacher could do</i>)	Early Learning Outcomes
<p>Listening and Speaking Skills</p> <ul style="list-style-type: none"> • Sound discrimination • Listening span(duration) • Listening comprehension • Vocabulary development related to body, home and environment • Fluency and clarity of expression • Creative self expression 	<p>Providing Opportunities and Experiences for :</p> <ul style="list-style-type: none"> • Listening to stories, rhymes, poems and songs. • Engaging in role plays to understand and use verbal and nonverbal expressions. • Turn talking and listening to others • Playing games with children that require talking about recent events by asking simple questions. 	<ul style="list-style-type: none"> • Learns to listen when addressed in a group • Identifies initial and end sounds in a word • Listens attentively for 10-15 minutes. • Understands ‘who’, ‘what’, ‘where’ in simple questions (<i>e.g. who’s that? What’s that? Where is?</i>)

<p>Reading Readiness</p> <ul style="list-style-type: none"> • Auditory discrimination • Visual coordination and discrimination • Visual Auditory Association • Directionality <p>Writing Readiness</p> <ul style="list-style-type: none"> • Eye hand coordination • Small muscle development • Handling writing tools • Letter perception 	<ul style="list-style-type: none"> • Children to retell/discuss stories in their own words (e.g., talking about the events, characters, etc). • Encouraging use of personal pronouns • Rhythmic songs and movements involving a lot of body coordination for spatial sense • Read aloud and graded story books, conversation on different themes focusing on many talking points for <i>e.g. animals, transportation, plants etc.</i> (10-15 min duration) in various forms (<i>orally, with props, pictures, dramatization, puppets etc.</i>) • Shared Reading (<i>leveled text to do finger-print-voice matching</i>) • Learning new words and vocabulary by creating a word wall. • Read aloud (by teacher) from books to expose children to the written language register (<i>short, simple, meaningful texts with which they can relate</i>): Interacting in a print rich environment in the class (<i>by labeling things, word walls, posters, etc.</i>) • Interacting in a print rich classroom by <i>labeling things, shelves, word walls, posters, etc.</i> • Solving simple riddles in context (4-5 lines) • Asking open ended questions to stimulate thinking • Visual discrimination games (<i>eg. which letter/picture/ shape/ number is different?</i>) • Modeling of fluent and expressive reading especially during read aloud • Such specific activities that develop awareness of sound segments (<i>phonemes, syllables, rhyming words</i>) <i>e.g. phonic games with beginning and ending sounds</i> • Exploring print in the immediate environment (<i>signs, logos, on wrappers</i>) • Reading with the child emphasizing 	<ul style="list-style-type: none"> • Listens and identifies the beginning sounds of children's names and names of objects • Uses words such as "please", "thank you", "sorry" in the right contexts without reminders. • Follows complex instructions that involve two or three-steps which may not be related (<i>e.g. "Please pick up your toys and then close the almirah</i>) • Identifies the initial and last sounds in a word • Engages in conversations or stories that develop ideas • Decodes short, familiar meaningful words with gradually increasing accuracy • Demonstrates the directionality of print - holds book/reading material in an upright position • Identifies the cover page of the book with its title and illustrations • Shows increased ability to handle books without reminders and assistance • Demonstrates awareness that letters make words • Identifies familiar signs and symbols in the environment (e.g. "STOP", "EXIT") • Draws some basic shapes
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	<p>on the cover page, reading the title, author's name, and illustrators' name; acknowledging and reinforcing children when they show reading behaviour and take part in it.</p> <ul style="list-style-type: none"> • Environment rich in prints which encourage children to read and initiate reading for others. • Sharing books with photos or illustrations that children can easily understand. • Children to read and point to the printed words and symbols at home and other places such as market, hospitals, schools, work places, etc. • Creating a quiet, special place for a child to read, write and draw such as 'literacy area'; make books and other reading materials easily accessible. • Making their own picture/ alphabet/ number books with assistance • Expressing their experiences, feelings and ideas through their own way of early attempts of writing and drawing. • Observing and copying the environmental prints they see (classroom, roads, home) • Interaction with lots of print materials that enable them to copy as they wish. • Allowing children observing the teacher using her finger beneath the words across the page from left to right and top to bottom. • Using the books showing the parts of the book such as <i>title cover page, front and back cover and helping them to identify with print and illustrations.</i> • Using writing tools, such as thicker pencils, crayons, markers, and paper. • Practicing drawing lines or early attempts of writing on a variety of papers (lined and unlined) • Acknowledging children when they use writing tools appropriately. 	<ul style="list-style-type: none"> • Copies some print /symbols and makes well defined strokes. • Exhibits awareness that spoken words can be put down into prints • Writes from top to bottom and left to right
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Goal 3: Children are Involved Learners and Connect with their Immediate Environment		
Key Concepts/ Skills	Pedagogical Processes (What a Teacher could do)	Early Learning Outcomes
<ul style="list-style-type: none"> • Sensory development (see, hear, touch, smell and taste) • Memory • Observation • Classification • Sequential thinking/ pattern making • Problem solving • Reasoning • Experimentation • Exploration <p>Concepts related to environment-</p> <ul style="list-style-type: none"> - Natural - Physical and - Social <p>(food, family, animals, plants, transportation, festivals, community helpers, water, air etc.)</p>	<p>Providing Opportunities and Experiences for:</p> <ul style="list-style-type: none"> • Sensory development activities for all the five senses such as <i>sorting different textures/ letters, arranging sound boxes in order</i> • Build with blocks, using props such as toy animal/cars etc. • Picture reading, odd man out activities, completing 4-5 piece puzzles, maze, sorting/grouping activities (two attributes at a time) • Reproducing the patterns in the given sequence and extend on their own • Using concrete objects to help with problem solving and sorting activities. • Singing rhymes, poems • Observing numbers in the immediate surrounding • Activities where children need to measure and make estimations using cups and glasses and carry out non-standard measurement such as <i>handful of sugar, pinch of salt</i>. • Children are required to arrange objects (e.g. toys) based on sizes (e.g. biggest to smallest or shortest to longest). • A role play (e.g. <i>play in the dolls area, going for grocery / vegetable shopping</i>). • Children where they can actively participate, enjoy experiments with teacher's assistance (e.g., <i>floating water toys, dissolving sugar while making lemonade etc</i>) • Children to ask "why" questions and find answers through exploration (e.g. <i>conduct simple experiments with teacher's assistance such as floating paper boats, flying paper rocket, feeling air while blowing balloons etc</i>) • Engaging children in activities that 	<ul style="list-style-type: none"> • Names and serials involving senses • Observes, remembers and recalls 4-5 objects at a time • Identifies a minute missing part of a picture of a familiar object • Uses positional words in daily vocabulary • Classifies a group of objects by two or more category and then by another. • Uses thinking skills to solve simple problems such as completing 4-5 piece puzzle. • Arranges objects/pictures in a order • Recognizes patterns and copy them • Uses one-to-one correspondence • Observes and explores objects and events with curiosity. • Demonstrates awareness and appreciate beauty in the environment. • Solves problems and conflicts with much ease. • Makes and uses simple comparative estimations in daily conversations (e.g. <i>heavier-lighter, shorter-longer, more-less, etc.</i>) • Applies numbers and counting in day to day life • Recognises that numbers represent quantity (e.g. <i>give me three toffees from the</i>

	<p>help in making predictions such as (<i>e.g. growing seeds, caring for plants & animals, giving climax to a story</i>)</p> <ul style="list-style-type: none"> • Taking care of garden/ plants in their surroundings and appreciate their beauty. • Posing problems and asking for solutions- <i>e.g. what will you do if you are locked in the room?</i> • Where they narrate' <i>what happened the day before, or what they did after their favorite field trip, etc.</i> • Counting down days to an event such as birthday celebration/ festival celebration using concrete materials (<i>e.g. using twigs/ sticks/ picture calender</i>) • Talking about their past events and next day plans during the day (<i>e.g. during circle time, etc.</i>) • Children to interact with family members about family and community history (<i>e.g. Family album family tree, Grandparents visiting to preschool and sharing their childhood experience, etc.</i>) • To make drawings, build with blocks and create on their own. • Talk about their drawings using simple prepositions (<i>e.g. up-down, left -right, top-bottom, in-out, on-under</i>); • Paint / color (<i>with thick brushes, fingers or crayons, etc...</i>) to express their ideas about their immediate surroundings • Visiting nearby parks, gardens, markets, neighborhood where children can discuss about their environment(<i>e.g., animals, birds, plants, community helpers,</i>) • Thinking about and discussing the use of technology in daily life. • All five senses to understand the natural environment (<i>e.g. listen to sounds of nature and language, textures of different plants; taste sugar, salt and lemon</i>) 	<p><i>box</i>)</p> <ul style="list-style-type: none"> • Recognises, names and copies (not necessarily precise) few letters/ numerals • Shows awareness about day-night, morning, evening • Counts upto 10 • Recognises numerals upto 10
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	<ul style="list-style-type: none">• Draw/paint sun, moon, stars, and clouds. <p>All concept formation activities/experiences need to be given in the following sequence:</p> <ul style="list-style-type: none">- <i>matching</i>,- <i>identification</i>- <i>naming</i>	
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PART-III

- **Designing the Preschool Environment**
- **Planning and Implementation of the Preschool Programme**
- **Assessing and Guiding Children's Development and Learning**
- **Role of the Teacher**
- **Partnership with Parents and Community**
- **Supervision and Monitoring**
- **Addressing Issues Related to Early Learning**
- **TRANSITIONS TO EARLY PRIMARY CLASSES**

CHAPTER-1

DESIGNING THE PRESCHOOL ENVIRONMENT

Children are active and curious learners hence, their safety and learning at the center becomes the most challenging task. Designing physical space for young children blended with pedagogy and safety may help in their process of learning. Physical space for young children's activities will vary from centre-to-centre and setting-to-setting (urban and rural) depending upon the availability of space and number of children. A well-designed physical environment supports exploration, gives young children a sense of belonging, and enables them to engage in focused and self-directed play. Good environment also makes parents and caregivers feel welcomed and involved.

Given below are some of the important considerations while designing of both indoor and outdoor physical environment.

I. Designing Indoor Environment

a. Setting the indoor environment with activity areas

Appropriate chosen themes and projects transform the room into a market, garden, shop etc. Classroom materials and equipment are organized into areas that encourage children's work and play. These areas are also called activity areas. Each classroom has several activity areas that include the following:

Art Area	Mathematics/Manipulative Area
Block Building Area	Music and Movement Area
Dolls Area	Sand and Water Play Area
Discovery/Science Area	Language and Literacy Area
Dramatic Area	

These activity areas contain a variety of manipulative and materials that children use in creative ways. Select the materials carefully to encourage exploration. These materials should be displayed and kept attractively on the open shelves for easy accessibility and use.

b. Classroom safety

The children's physical safety is the prime responsibility of the preschool center. Indoor safety requires careful planning, record keeping and maintenance of materials and equipment.

c. Storage Space

Create and designate appropriate places for keeping children's belongings. Preferably, there should be shelves and hooks for each child. Each shelf/ hook should be easily accessible and neatly labeled with a child's photo and name.

Keep all the teaching learning materials and supplies in easy to reach, well organized baskets, low open shelves duly labeled with pictures and words to create a print rich environment. Include materials and objects that are familiar to children to give them a sense of belonging. There should be storage space for keeping the folders/ portfolios of children.

d. Classroom Displays

- Display relevant and appropriate charts and materials at the eye level of children so that they can see them easily.
- Save display space for children's work.
- Change the displays regularly.

e. Effective usage of available indoor space

- The physical setting of a preschool classroom should support the curriculum whenever possible, with the room setup and outdoor play area co-relating with the monthly theme being presented. For example: if the curriculum theme/topic is 'Animals', the block area could be converted into a mini zoo, with the blocks being set up as the fencing of the zoo. Animal cut-outs and plastic toy animals could be used in this learning area.
- Have low windows in the classroom and arrange or create a discovery area near the window where you can keep materials such as magnifying glass, plants etc.
- If the classroom is poorly lit, locate the library/literacy area near the window and avoid putting too much decoration on the window.
- To get more space, use stackable child friendly tables and chairs that can be easily moved to suit current needs.

f. Classroom Adaptations

Classroom adaptations are important as the infrastructure and facilities vary amongst preschools from place to place. When the classroom environment does not meet the specific needs of a special child, adaptations should be made to accommodate that child's individual needs. The adaptations may be with regard to the physical settings of the classroom and classroom processes. Changes in lighting, noise level, visual and auditory input, physical arrangement of the room or equipment, and accessibility of materials are important considerations for adaptation.

The activity areas or type of activities chosen must encourage social interactions among all children. The teacher can encourage peer interactions in various areas during daily routine. Carefully planned seating arrangements during different activities also promote socialization.

Most of the play materials that are appropriate for early classrooms are also appropriate for use by children with special needs. It is sometimes necessary to physically modify the instructional or play materials to facilitate children's participation, for example, adding handles, making material larger, adding velcro on materials, etc.

II. Designing Outdoor Play Environment

The need for setting the outdoor play, maximizing the space, and ensuring safety of children is important. Therefore,

- It is important to ensure that the outdoor area is free from animals, poisonous plants, dangerous insects or any kind of harm to young children. Play or activity area should

be safe and cordoned off with a gate or wall from road traffic, trespassers and any threat to life or security.

- All drains, ditches, and potholes must be well-covered and inaccessible to children.
- First-aid kit and access to the local medical professionals is essential.
- During conduct of the activities, the outdoor area must be well supervised by teachers and adults, at all times.
- Outdoor spaces vary in their surfaces. Semi-hard or grass surfaces are recommended for children. However, it is important to have well-leveled and stone-free surfaces, if the surface is very hard.
- The outdoor play area must have variety of play materials, depending upon space and resource availability.
- Outdoor space must provide opportunities for gross motor play like running, jumping, cycling; outdoor equipment such as slides, swings and garden or grass surfaces.
- In the absence of outdoor space, the gross motor activities can be organized within the available indoor space.

CHAPTER -2

PLANNING AND IMPLEMENTATION OF PRESCHOOL PROGRAMME

Pedagogical Approaches for Curriculum Transaction

Pedagogy refers to the, “set of instructional techniques and strategies, which enable learning to take place and provide opportunities for acquisition of knowledge, skills, attitudes, and dispositions within a particular social and material context. It refers to the interactive process between teacher and learner and to the learning environment” (Siraj-Blatchford, et al., 2002). The present curriculum recommends four different approaches for curriculum transaction. The schools are free to choose one or a combination of suggestive approaches.

I. Theme Based Approach

Theme-based approach is commonly used by the educators across the world. It attempts to tie in various skills and knowledge to be acquired by children, into a coherent whole, organized around a specific theme, such as myself, plants, animals, fruits, vegetables, etc. A deliberate focus on a given topic enables even very young children to be more efficient in acquiring skills and processes required to gather and process information in later life.

When we take a particular theme, and help children to actively and visibly build knowledge on that theme, we enable children to acquire skills to make learning more efficient in the future. In addition, the more children know about a given topic, the better prepared they are to understand the more complex content as they progress to higher grades. They are able to make inferences that are more accurate and sensitive to any inconsistencies in incoming information. This spiral of knowledge is created by making connections to prior knowledge, by contrasting and comparing the new information to the old one, which leads to better organization of knowledge.

To plan the content in a thematic unit, practitioners will need to estimate the typical prior knowledge and concepts that the children are likely to have on a given topic and then identify the age appropriate information that preschool children could feasibly learn. Each theme could be spread over about 1-2 months, with sub-themes that cover a smaller period, such as a week or two weeks, so that the information surrounding a large unit is organized in a way that makes sense to the children. For example, if the chosen theme is plants, it could be spread over a duration of 1 month with various sub-themes such as parts of plants, types of plants, uses of plants, taking care of plants, etc., each covered in detail over a one-week period. While planning a theme-based approach, the following strategies must be kept in mind:

- *Build on prior knowledge* - always start with what the child knows and is familiar with.
- *Break up the theme into small unit*- always break the successive learning units and define the time for each unit, leading to a time limit for the entire theme.
- *Emphasize links and related concepts* - talk about similarities and dissimilarities. For example, while talking about animals and birds one may emphasize the characteristics of animals and birds; where they live; their sounds/calls; their food habits; etc.

- *Provide opportunities to build vocabulary*- thematic teaching provides the opportunity for introducing specific vocabulary, which may not otherwise be familiar to children. This opportunity to introduce new vocabulary must be leveraged.

Although thematic teaching is very useful, a complete dependence on themes may lead us to accidentally leave out essential skills and learning objectives, which may not be covered by the themes that we choose. Therefore, the curriculum is to be designed so that there is adequate space to include a theme, such as during circle time and through stories, rhymes, art and craft and games, and at the same time, there is adequate flexibility to step out of the theme as and when required.

Theme teaching is generally carried out according to a detailed pre-designed lesson plan, however, many a times in the classroom we may encounter a situation, which immediately attracts the attention and interest of children, for example, a local festival, or a sudden thunderstorm, or a vendor who is passing by. In such a case, it is best if the worker uses the day to discuss and build activities around the immediate interest rather than continuing with the pre-planned theme. For example, the worker may invite the vendor into the classroom and show his products to the children. After this, the practitioner may invite a discussion on the vendor, the various products, what did those look like, their shape, size, colour, etc. Similarly, on a day after a thunderstorm teacher may discuss what happens during severe weather, how to stay safe, and may also include activities like stories, rhymes and art and craft related to rain. It is to be noted that although the planned activities for the day may not be completed on certain days, the special opportunities provided on these days must fully utilized as these moments help the teacher to connect classroom learning with the child's daily lived experiences.

II. Activity Based Approach

Activities form a daily part of our lives and yet provide excellent learning opportunities for young children. This approach is grounded on the belief that real life activities require children to use skills in multiple domains such as motor, cognitive, language and social that should not be isolated from one another. Such activities are meaningful to children and strengthen their bonds with their culture and community. Activity based approach encourages educators to teach by embedding learning goals in various types of activities. There are three different types of activities:

- Planned activities**-These activities are planned by the educators well in advance keeping in mind various educational goals. For example, a teacher may plan the various themes and the activities related to each theme for an entire year. Such activities help teachers to prepare well in advance, obtain all the necessary materials and carefully arrange the classroom to help children learn the skills and concepts related to a particular theme. The teacher may also plan activities keeping in mind the skills and concepts children need to acquire to be ready for school.
- Child initiated activities** -These activities occur spontaneously when an object or event catches a child's attention and the teacher uses this opportunity to teach certain concepts to the child. For example, a child may come to the anganwadi and excitedly narrate the birth of a calf that he witnessed the evening before. Other children are likely to want to discuss their own experiences with calves and cows and the birth process. This is a wonderful opportunity for the teacher to follow the children's interest and use this natural

opportunity to discuss animals and their babies. She may even plan a visit to see the calf. Such events may or may not relate directly to the theme of the month. However, it is essential for the teachers to address these naturally occurring events in the lives of children. Similarly, unpleasant events such as a storms or floods can be addressed in the classroom by giving children opportunities to narrate their experiences, draw pictures, and explain how these things happen and teachers can help children to understand scientific explanations in simple manner.

- c. Routine activities** - Routine activities are events that occur in day-to-day life of the children. At home children engage in activities such as eating, bathing, dressing, feeding domestic animals etc. In preschools centres children participate in various indoor and outdoor activities such as circle time, storytelling, eating lunch, toileting, outdoor play, gardening etc. Even routine activities such as toileting or lunchtime offer many learning opportunities. With some prior planning the teacher can use the lunchtime to teach concepts related to colour, texture, smell, shape etc. As they wait for their lunch to be served, she can ask children to draw a deep breath and guess what may be served based on the smell. She can ask children questions such as "Which hand should we use to eat our food?" or "Now let me see, Badal, who is sitting on your left?" to introduce children to the concept of left and right in a meaningful way. Routine activities occur daily and thus provide children an opportunity to practice many skills. (Refer to Components of Routine)

III. Projects /Inquiry based Approach

A Project is an investigation or in-depth study of a topic or theme, usually done by small groups within a class, an entire class or sometimes by individual children. The teachers offer the open-ended activities (often with a subtle suggestion of how the children could proceed) and then observe the children, listen to their stories, their questions, see how they navigate the activity, take note of their interest levels and talk with the children.

Then with the variety of materials on offer to the children, the teachers help them to make their learning visible through modeling or building, collage or drawing, dramatic play or music; any means at all to encourage them to go deeper and deeper to find the answers to their questions, and in turn ask new questions. These activities are not pre-prepared. They are subtly suggested to the children as the discoveries from one experience lead onto the next.

Projects are research-based and focus on:

- i) Determining answers to the questions presented by the teachers or their children.
- ii) Topics that are of interest to the children and related to curriculum goals.
- iii) Resources collected by the children, by the teacher and also collected on field-trips.
- iv) The structured questions and problems engaging children in discussion, problem solving and investigating.
- v) Integration of the curriculum and opportunities for children to apply and use what they learn.
- vi) The development of higher order thinking skills.

- vii) A structured approach which supports children's investigation as well as teacher-directed enquiry.
- viii) Parental participation, linking home and school.

IV. Integrated Approach

Children's learning occurs in an integrated and holistic manner and is not compartmentalized into domains or subjects like mathematics, language or environmental studies. Therefore, any approach that helps children make connections across different kinds of experiences and negotiate concepts across varied contexts, thus allowing for recurring experiences of a particular concept, is expected to lead to more sustained and permanent learning.

A preschool education programme is transacted in a child-centric manner, adopting a holistic approach that views the child's learning not limited to what the teacher transacts in the classroom setting, but as being co-created by the children, in the context of their natural and social environment, including home and community.

To understand development, for theoretical purpose, it is divided into different domains. But it is to be understood that a child develops holistically, and learning is integrated. Learning occurs as children interact with their environment, and with the people in their environment. A curriculum which centers the child's learning in his/her environment lays stronger foundations for learning as children can relate to the context and make meaning of what they are expected to learn.

The integrated curriculum approach is grounded in various early childhood development theories, including those of constructivism, brain development, Gardner's Multiple Intelligences as well as an understanding of child development and how children learn, and real-life experiences with children in different learning environments. It also incorporates the engagement of children through experiential learning activities.

To transact such a curriculum, teachers create a context for children's learning through activities which give them an opportunity to explore and investigate their environment and experiences which are based on play, art and craft, stories, rhymes, songs and conversation. These activities allow children to develop and practice skills and abilities, with most activities fostering skills for more than one domain of development and allowing them to gradually gain an understanding of the world around them.

The integrated curriculum is emergent, incorporating the use of projects and themes and using learning centres with a variety of materials and resources, which help to add depth to the curriculum. Themes, projects, learning centres and activities are based on children's expressed or observed interests.

For transacting an effective curriculum teachers should focus on the following:-

- ***Listening to children***– It is important to listen to children while they are observing and exploring during the activity to understand the level of information and strengths they have and what are the additional inputs the teacher or adults have to provide.
- ***Ensuring children experience different speaking and listening situations***-In order to broaden communication experiences. This is seen by some early educators as an important role for adults when they engage with young children

- ***Establishing common knowledge***– exploiting situations when children are together in groups provides common experience and common ground for expanding children’s thinking. Encouraging children to recall experiences that relate to a current task is seen to build learning continuity and establish new concepts and understandings.
- ***Giving specific instruction***- Emergent literacy research suggests that children need increasing phonemic awareness and grapho-phonetic knowledge for successful reading. Lot of games and activities finding the odd one out, rhyming, sorting may be used. It is important to build lot of practice and repetition in the skill areas. Teaching routines that ensure personal safety and hygiene are considered important.
- ***Celebrating diversity***– The diverse language and dialects of children may be endorsed and expanded by the teachers. he topics should be addressed by variety of ways like musical, story-based, play, discovery, pictorial, artistic, logical deductive because of the fact that children learn in diverse ways and can show understanding by using different symbolic media.
- ***“Focusing” through recall and restatement*** – teachers’ questions, explanations and the linking together of different events are seen to help children focus and progress their understanding.
- ***Spending time in observation***–The teacher may choose the participate in activities with children or decide to stand aside while observing them.
- ***Listening to and co-coordinating with parents and family members***– It is important to involve parents in the programme in order to find out about the interests and strengths of their children and to understand how the child’s development and learning is mediated at home.
- ***Reflections***- Reflecting in words to young children what they are doing in action is seen to help clarify processes and ideas. Scaffolding a child’s “hands on” experiences is a key mediation role of educators in early learning environments.

PLANNING

Planning is important for implementing the curriculum. Systematic and good planning leads to an effective transaction of the curriculum. The activities of curriculum needs to be drawn up and transacted keeping in mind the objectives. It should be innovative and flexible to accommodate immediate needs, interests and situations. The teacher should keep in mind the objectives, characteristics of children, age specific and developmentally appropriate practices along with physical infrastructure and materials required and available for curriculum implementation. Planning in terms of specific objectives and activities should be done both on a *long-term* and *short-term* basis. The teacher should have collection of a variety of games, activities, play materials, stories, songs, rhymes, etc. There should be balance between teacher directed and child initiated activities.

Planning for holistic development

Young children's growth is better understood in five developmental domains namely



Domains of Development

There are *developmental continuities* in terms of children's physical, cognitive and psychosocial abilities. Preschool Curriculum must address the following interrelated domains of holistic development through a play and activity based approach which focuses on development of life skills.

- **Physical Well-being, Health and Motor Development:** physical and motor development during the early years supports young children's academic achievement, general health, positive self esteem, managing stress and social development. Two major goals of physical and motor development are achieving gross and fine motor control. Gross motor control includes body balance and coordination; movement and gross motor skills such as running, jumping, hopping, skipping and manipulations with balls such as kicking, throwing, catching etc. Fine motor skills involves using and coordinating the small muscles with dexterity (*shows during self help skills*). Eye-hand coordination helps in manipulating small materials / writing tools such as holding crayons, painting brushes using children friendly etc. Music and Movement activities support in developing spatial sense. Providing nutrition, health and hygiene is important for physical well-being.
- **Language Development:** language development is crucial at preschool stage it provides the foundation for later learning. It includes 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 and introduction to language of school transaction.
- **Cognitive Development:** Cognition refers to the processes of knowing and understanding the environment around us. It includes 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 of concepts related to the physical, social and natural environment.

- **Development of Creative and Aesthetic Appreciation:** Exploring different art forms, developing dispositions, expression and appreciation for artistic, dance/ drama and musical activities.
- **Personal, Social and Emotional Development:** Development of self-concept; self-control; life skills/ self-help skills; habit formation; initiative and curiosity; engagement and persistence; cooperation; compassion; social relationships; group interaction; pro-social behaviour; expressing feelings, accepting others' feelings.

Before beginning to plan a topic it is important to know that young children develop in several areas or domains simultaneously. Also, we must always remember that these domains of development are interdependent and interrelated to each other. Each of these domains is equally important to all children. The interdependency of all the developmental domains, of social with cognition, language and motor skills, ensures that children are developing holistically. An effective plan draws upon the progression of concepts, skills, knowledge and attitudes in each area of development.

Devising the Daily Schedule

- A daily plan / schedule should be prepared by all the teachers. It should provide for specific activities, work and play. These will vary for classrooms catering to different age groups. The teacher must weave the activities into the daily schedule and make it a balanced day's program. A well-designed schedule not only provides for systematic planning, but also allows the teacher the flexibility for effective implementation of the plan. Each day's plan should include the developmental and learning objectives to be promoted.
- Although planning is done before hand, the planning should be flexible enough to accommodate any change that might become necessary depending on the interest shown by the children at a particular moment. *For example, if the plan mentions a conversation on 'plants' but the children spot 'mouse' and want, to talk about that, the teacher/worker should shift the topic at that moment to the 'mouse' itself.*
- Daily scheduling allows time for the teacher to observe children and work with them individually and in groups. It is very necessary for the teacher to observe, and determine the needs and interest of the children allowing them flexibility. *An example of this can be a early Science experiment in the 'Discovery Area' which may be planned for about 15 minutes, but if the children enjoy it and become more interested, then it may be extended to 30 minutes.* Teachers & workers should always be nearby to give assistance and encouragement during small group activities.
- Since a child's attention span is gradually developing and varies with age, hence activities should be planned accordingly.
- Children tend to have variations in ability to focus and need for activity or sit-down activities in the day, this should be accounted for in a day's schedule. *E.g. Towards*

the end of the day, children tend to be mentally tired and find sit down work to be more challenging.

- Divide children into smaller groups according to their ages / developmental levels and give them activities by rotation.

It is sometimes also useful to put one older child with younger children

Principles of planning preschool program:-

- *A balance of quiet and active experiences.*
- *A balance for indoor and outdoor activities.*
- *A balance of small group, large group and individual learning activities.*
- *A balance of child-initiated and teacher-initiated activities.*
- *A balance of activities catering to all aspects of development / learning.*
- *A reasonable pace throughout the day. .*

Suggestive Day's Schedule–The day's routine can be planned keeping in mind the principles of programme planning based on the age, needs, interest and developmental level of the children. The teacher may select any approach and plan activities and experiences using the given activity schedule.

Activities	Methods of Conduct
Circle Time (Health Check Up, Attendance, Conversation, Rhymes)	Teacher Initiated Large Group Activity
Environmental awareness/ Maths Readiness	Teacher Guided Small Group Activity
Indoor Free Play in activity areas	Child Initiated Small Group Activities
Break/ snack time	
Emergent and Early literacy activities (storytelling, rhymes, conversation, dramatic/role play)	Teacher Initiated Large/Small Group activity
Creative activities	Child Initiated Small Group Activity
Outdoor Play	Child/Teacher Initiated
Good Bye Circle	Teacher Initiated Large Group Activity

Assessment of Children (*For detail, refer to chapter on Assessment*)

Assessment of children in preschool should be based on informal assessment techniques like observations, analysis of children's work etc. Use of pencil and paper testing should be avoided, or at least limited to worksheets with fun activities. The assessment should be continuous and should cover all aspects of development and early learning.

The components of the day's routine

a. Circle Time

Circle time is a good way to initiate the day's activities as it helps to develop a sense of community and belongingness. During this time children sit in a circle or a semi circle, with the teacher. This seating arrangement allows all children to face each other and the teacher. Some routine activities can be done in the circle time in an interesting manner for e.g.

- ❖ Attendance of children can be done with the help of name tags, where children are asked to identify their name cards even before they have formally learnt to read.
- ❖ The calendar activity gives a chance to talk about the day (name), date and the weather (sunny, cloudy, rainy, hot, cold) and the teacher can talk about what they are going to do in the course of the day.
- ❖ Checking of hygiene can be participatory and children-led.
- ❖ Performing prayers can be a daily feature of the circle time. The prayer chosen should be non-religious in nature like: "Thank you god for the world so sweet...."
- ❖ Reading a book or singing songs/ rhymes etc should be done to give variety to the circle time and also catch the attention of the young children.

Points to remember

- Leave enough space between the children in circle to provide room for the children who come late. This will help them to join in the activities with minimal disruption.
- The teacher should also sit on the same type of chair/ mat as the child, which conveys that he/she is a facilitator.

b. Conversation

Circle time is mainly meant for the conversation including both formal or guided and informal or free in nature. Formal conversation is initiated by the teacher around a particular topic or theme whereas; the informal conversation is free of any theme where children talk about anything they want to talk. By participating in conversations children learn to listen to others, respond properly and express themselves. They learn to formulate ideas and answers.

In the initial years of preschool provide ample amount of stimulation to the children for oral language during different activities like: circle time, free and guided play, storytelling, book reading, outdoor play, art and craft, and snack time. Therefore, choose the topics of conversations and play materials that interests the age group, those materials which have scope for manipulation and creation.

Points to remember

- The language used in the conversations should preferably be the children's mother tongue/home language, at least for the initial months. This will help them feel included, develop their self esteem, built their self confidence, make them adjusted and also understand the teaching learning process.
- Teachers should guide conversations in such a way as to help children explore new ways of thinking about daily life situations.

- Ask open ended questions involving why and how. Such questions help stimulate their higher order thinking.

c. Play

Play is universally regarded as child's way of learning. They love to play and are happy when they are given freedom to explore and experiment through play. It has been observed that play has a positive effect on development across all domains, especially socio emotional and cognitive. The preschool curriculum therefore gives a great deal of emphasis on play as a medium that provide opportunities to children to interact with the environment and with one another in order to construct knowledge. Play can be of free play and guided or structured play. Free play is initiated by children and adult supervision is minimal whereas guided play is initiated by the teacher with special learning objectives in mind.

- **Free play:** In free play, children get scope to explore all materials and discover their properties and then use their knowledge of materials to play imaginatively. Free play also helps children to express their emotions and reveal their inner feelings. They learn the social skills of sharing, turn taking and negotiation.

During free play the classroom has to have some activity corners to provide children a variety of choice. The materials in the activity corners can have things like dolls, plastic fruits and vegetables, weighing scales doctor's sets, props for dressing up. All these stimulate children to indulge into pretend play. There has to be other activity corners with blocks puzzles, beads, measuring cups and spoons, cubes, buttons, measuring tape, etc. that can be used to measure, sort, classify, to discover and create patterns. Another corner with books, paper, crayons, clay, etc. for creative self expression.

- **Guided play:** It is initiated by the teacher and can be done both indoors and outdoors. Through such play children learn to follow directions, to play collaboratively and develop skills of working together.

The teacher can plan some activities using the resources from the activity centres, or with something prepared specifically for the activity that has been planned. The teacher helps to scaffold children's learning by asking open ended questions, by stimulating them to explore the materials in a new way or by commenting on the discoveries made by children. For the outdoors, teacher can organise some group games and relay races.

d. Story Telling

Children love to listen to stories as they open up a whole new world for them. Storytelling plays a significant role in facilitating language development in the early years. While listening to a story, they get introduced to new words, characters and situations. Stories therefore, help them expand their vocabulary as well as knowledge. There are different ways of storytelling:

- Orally, without any props, but with a lot of facial expression, body language and voice modulation
- With stick or glove puppets
- With picture cards/ flash cards
- With props (related to the story e.g while telling the story of “Three little pigs”, teacher can bring some straw, some sticks and a brick, to bring the story alive)
- Reading aloud from the story book
- Enact the story with children and later on only by the children. During enactment, encourage children to expand or modify the story by using their imagination.

Points to remember

- At preschool I stage, the stories should be brief and uncomplicated and have a happy ending.
- The incidents narrated in the story should be taken from the children’s immediate surroundings- something with which they can relate.
- The language used should be simple but colorful as children love the use of repetitive language and **onomatopoeic (echoic)** expressions in stories.
- After reading a story in the class leaves a copy of the book in the book corner so that children get opportunity to revisit the book and the story may be initially through pictures and then narration.
- After telling a story, encourage children to re-tell it in their own words, to draw about the story and ‘write’ something about it. In the initial stages, they will do pretend writing, and the actual writing will emerge over the years.
- Children love listening to their favourite stories repeatedly, they should be told again and again.

e. Outdoor Play

Children of all the stages of preschool should be given opportunity to engage in daily outdoor play at least for 30 minutes. This activity helps them to explore the environment, play in group, interact with each other, and develop large muscle coordination. The outdoor play activities may include free choice of play like climbing or play with playground equipment, structured activities like physical movement and balance, and practical activities like gardening, digging and planting.

The play material includes climbers, swings, sports equipment, bicycles, balls, movable items (boxes, plastic crates, tyres) for balancing, jumping, climbing, swinging, swaying, cycling, etc. Materials like big or small balls, tyres, rings, etc for throwing, catching, kicking, rolling, etc. Sand and water play facility with mugs, spoons, cups, bucket, sieves and strainer, etc

Points to remember

- There should be an adequate space available for outdoor play and activities (as prescribed in the preschool guidelines).

- The sand and water play area must be clean, safe and have enough material to play with.
- Ensure outdoor play material for all children. The play material must be modified for children with disability.
- Teacher must plan opportunities for group interactions during outdoor play.
- Ensure active participation of children in outdoor activities.

f. Creative Activities

Opportunities of art, craft and aesthetics activities develop self-expression, enjoyment and disposition for art, music and movement in children. Drawing, painting and clay modeling help children understand that real life objects and events. This fosters symbolic thinking that is an important pre-writing skill. Such activities also give opportunities to exercise fine muscles which prepare them to write.

It also develops sense of aesthetic appreciation and stimulate creative learning processes thus demonstrate creativity and inventiveness with music and materials. This process can be supported by providing creative art corner and music corner in the classroom.

– **Creative art area:** the material in art area include different types of paper, crayons, pencils, washable markers, sketches, slates, different coloured chalks, pieces of fabric, paints, paint brushes, tape, play dough or clay, rolling pins and boards, cotton, threads, old newspaper and magazines for collage, ice-cream sticks, knife, papers, scissors, cloth, gum and fevicol, bead, etc. This promotes sensory exploration and social interaction along with creative expressions through arts, painting, etc.

– **Music area:** This area should provide the children with a comfortable space to relax and be happy. It must be equipped with a tape recorder, variety of music including rhymes on CDs/DVDs, ribbons or scarves for the children to use to promote creative movement. This corner should encourage children to experience and explore the sounds of different instruments, like bells, singing bowls, flutes, tambourines, string instruments and other local musical instruments.

Points to remember

- Avoid using templates, stencils and outlines in small children's drawings that would inhibit their creativity.
- Let children represent objects, events and ideas in the form of drawing, clay modeling and other art forms.
- Keep art and craft projects as theme in the classroom
- Keep in mind that activities for creative expression (may/may not be related to the Theme/topic)
- Display children's artwork, craft work and project on the walls at their eye level or on a table. This helps them remember that activity and also encourage and motivate

them for greater participation. It fosters self esteem and self confidence as they feel their work is valued.

g. Role play/ Dramatization

Children often enjoy pretending to be a teacher, a parent, a policeman or a doctor. While this may seem to be just a child's fantasy, it is an important mechanism for children to learn. 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. Role plays/dramatic play are good ways for children to demonstrate different things they do and know. Such activity can be fostered through the dramatic play corner in the classroom.

The material in this corner include different 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, mirror, puppet, masks, old spectacle frames, purses, old shoes, weighting scales, clock etc.

Points to remember

- Let children enact, use words and gestures and show the role they are playing in the role play/drama.
- Let children take on a role or story line and use real or pretend objects to play out a role play/drama.
- Encouraged this activity in both indoors and outdoors and also integrated with other activities.

h. Mathematical Thinking and Reasoning

Mathematical activities helps developing skills in sorting and classification according to one or two attributes, seriation, pattern identification/ pattern making , reasoning, problem solving, forming concepts: pre-number, number concepts, observing and describing shape and space concepts using appropriate vocabulary, counting objects, counting groups and comparing groups using the terms more, fewer or same; understanding of computation. This makes them aware of the logic of things and phenomenon around them thus helps them solve various problems.

Points to remember

- Provide different activities and materials for concepts formation.
- Design and organise manipulative activities which are extended with learning of other concepts.
- Ensure interesting activities and resources to challenge and develop children's conceptual understanding.
- Activities should be planned for different age groups of children with increasing order of difficulty.

i. Environmental Awareness/Scientific Temper

Children are in constant interaction with their environment. They want to touch everything they see. This is how they learn. Through a variety of activities and material children explore different properties of the environment that promote their environmental awareness. They also try to explore the physical, social and natural environment by manipulating objects, asking questions, making predictions and developing generalisation. Children's self-confidence can be developed through providing enough opportunities to explore, touch, taste, smell and respond to the environment.

The environmental awareness could be promoted through focusing on following:

- Building and maintaining identity and relationships: Myself, my family and community
- Maintaining well being: Food, Body, health, hygiene, cleanliness, and safety
- Natural world and environment: plants, animals, birds, fruits and vegetables
- Physical environment: air, water, earth, universe, and seasons
- Social environment: My country; festivals and celebrations; neighbourhood; means of transport, community helpers, care for the environment (elders, plants and animals)

Points to remember

- Provide continuous opportunities for more free and some guided activities for environmental awareness.
- Give chance for adult-child, child-to-child and child-material/and environment through a variety of individual, small group and large group activities.
- Identify topic to be covered as per the interest of the children along with the activities on different development domains to be undertaken.
- Under each topic, organize the goals and indicators of development and learning to ensure that all the domains are addressed in an integrated manner.

j. Break/snack time

A very important component of the daily schedule is the break/ snack time. This gives children time to have meal, relax, play and socialize. At least 30 minutes should be allocated for break time. A lot of activities can be done during this time, like:

- Having meal together
- Having meal independently without spilling
- Talk about the healthy food, variety of food items and healthy food habits like washing hands before and after meal, wait for their turn while in queue for getting meal; washing utensils; and washing hands.
- Take small nap if, time allows

Points to remember

- Do not encourage children to speak aloud and speak much when they have food in their mouth, as this may result in choking.
- Ask children to discuss things after having their meal, if they want to.

- Ask children to follow dining etiquettes like do not make sound while eating, sit properly and use napkin whenever required.

k. Goodbye circle

Goodbye circle time gives the children an opportunity to recapitulate the activities conducted during the day. It should be organized for 30 minutes. While doing so children get the opportunity to share their learning, talk about their favourite activities and ask for the explanation related to any of the concepts and learning if not properly understood. Goodbye circle ensures happy depart of the day's activities, trigger for doing and creating interesting activities and prepare them for the next day's programme. Following may be the goodbye circle activities:

- Recapitulation of whole day's program
- Story/rhymes
- Activities they like Preparation for the next day's activities
- Asking children to share their experiences with their parents

Points to remember

- The teacher should also sit on the same type of chair/ mat as the child, which conveys that he/she is a facilitator.
- Give each child an opportunity to ask questions and share his/her own day's experience.
- Diary for each child must be maintained regularly and children should be asked to share diary note (if any) with the parents.

Theme – Animals

Days	20 min.	10 min.	15 min.	15 min.	15 min.	30 Min.	10 min.	30 min.	10 min.	20 min.	15/20 min.	10 min.	
	Free Play in Activity Areas		Welcome and Greetings	Circle Time	Knowing the World around Me / Math Readiness	Gross Motor Games				Creative and fine motor activities	Emergent and Reading Readiness Activities	Good Bye Circle	
	<i>Child Initiated</i>		<i>Teacher Initiated</i>	<i>Child/ Teacher Initiated</i>	<i>Child/ Teacher Initiated</i>	<i>Child/ Teacher Initiated</i>				<i>Child Initiated</i>	<i>Child/ Teacher Initiated</i>	<i>Teacher Initiated</i>	
Mon	Free Play in interest areas/ activity	Transition Time (Moving to assembly area)	<ul style="list-style-type: none"> Welcome Prayer Cleanliness Checkup 	Discussion on Weather , Calendar; Group Singing Sharing own ideas and conversation on common animals	Matching with cutouts/ pictures on "Animals Master Board"	Let children run and walk like animals	Transition Time (Washing Hands)	Nutrition Time	Transition Time (Washing Hands)	Art & Craft (Colour the animal picture)	Listening skill activity (Chinese whispers)	<ul style="list-style-type: none"> Read aloud stories Rhymes on animals 	Picking their belongings such as water bottles hanky etc. Teacher may like to give instructions for next day
Tue	Free Play in Interest/ Activity areas		Visit to nearby area to observe animals and birds (900-9:35Am)	Discussion on Weather , Calendar; Group Singing Sharing own ideas and talking about 'Land' animals	Classify pictures of land and water animals	Free play on outdoor equipment				Collage Activity in Small Group	Speaking skill activity (I Spy)	<ul style="list-style-type: none"> Stories on land animals Rhymes on animal 	Picking their belongings such as water bottles hanky etc. Teacher may like to give instructions for next day
Wed	Free Play in Interest/ Activity areas		<ul style="list-style-type: none"> Welcome Prayer Cleanliness Checkup 	Discussion on Weather , Calendar; Group Singing Sharing own ideas and talking about 'Water' animals	<ul style="list-style-type: none"> Complete 2/3 Piece puzzle Sorting big and small animal 	Free play on outdoor equipment and organized game				Create and making aquarium/ mini zoo in the classroom	Speaking skill activity 'Show and tell'	Dramatization on familiar story on Animals	Picking their belongings such as water bottles hanky etc. Teacher may like to give instructions for next day
Thu	Free Play in Interest/ Activity areas		<ul style="list-style-type: none"> Welcome Prayer Cleanliness Checkup 	Discussion on Weather , Calendar; Group Singing Sharing own ideas and talking about 'Pet' animals	Match the common Pet animals with their babies	Ball catch and throw				Thumb painting	Speaking skill activity 'Show and tell'	Puppet play on animals	Picking their belongings such as water bottles hanky etc. Teacher may like to give instructions for next day

Fri	Free Play in Interest/ Activity areas		<ul style="list-style-type: none"> Welcome Prayer Cleanline ss Checkup 		Discussion on Weather , Calendar; Group Singing Sharing own ideas and talking about 'Birds'	Sorting animals and birds pictures	Game with ball				Tearing and pasting on a picture of animal/bird	Reading Readiness activity (<i>identify the noise/sound of Animals / Birds</i>)	Music and Movement	Picking their belongings such as water bottles hanky etc. Teacher may like to give instructions for next day
Sat	Free Play in Interest/ Activity areas		<ul style="list-style-type: none"> Welcome Prayer Cleanline ss Checkup 		Recapitulation (Discussion on all the animals/birds)	Solving a Simple maze	Throw a target				Colouring in the picture of favorite animal	Reading Readiness activity	Music and Movement	Picking their belongings such as water bottles hanky etc. Teacher may like to give instructions for next day

NOTE:

- The schools having five days working for the children may plan recapitulation of the theme on Friday.
- The teachers of such schools will do programme/theme planning for the next week on Saturday.
- Meeting with the parents and sharing the progress of children may be planned on the last Saturday of every month.
- Maths Readiness and Environmental awareness are part of cognitive development and language and literacy skills
- Create 'Literacy /Library Area in the classroom and have graded story books on relevant themes
- *Social and Emotional Development* :- Help children learn that we all should take care of animals and not hurt them (*through activities and discussions*)
- Planning of activities must be supported with age and developmentally appropriate play material and learning resources.
- Display meaningful/relevant print at the eye level of children such as class job chart, weather chart, alphabet chart to enhance emergent and early literacy etc.

Remember :-
Complexity of activities /games varies from age to age.

Theme – Animals

Days	20 min.	10 min.	15 min.		15 min.	15 min.	30 Min.	10 min.	30 min	10 min.	20 min.	15/20 min.	10 min.	
	Free Play in Activity Areas		Welcome and Greetings		Circle Time	Knowing the World around Me / Math Readiness	Gross Motor Games				Creative and fine motor and writing readiness activities	Emergent and Reading Readiness Activities	Good Bye Circle	
	<i>Child Initiated</i>		<i>Teacher Initiated</i>		<i>Child/ Teacher Initiated</i>	<i>Child/ Teacher Initiated</i>	<i>Child/ Teacher Initiated</i>				<i>Child Initiated</i>	<i>Child/ Teacher Initiated</i>	<i>Teacher Initiated</i>	
Mon	Free Play in interest areas/ activity	Transition Time (Moving to assembly area)	<ul style="list-style-type: none"> Welcome Prayer Cleanliness Checkup 	Transition Time (Moving to Classroom for Circle time)	Discussion on Weather , Calendar; Group Singing Sharing own ideas and conversation on animals	<ul style="list-style-type: none"> Play with Picture-letter Dominoes of animals and birds 	Imitation Games :Follow the Leader	Transition Time (Washing Hands)	Nutrition Time and Setting the table	Transition Time (Washing Hands and rest)	Paper folding (Only two-three fold)	Listening & Speaking skill activity (<i>Solving riddles</i>)	<ul style="list-style-type: none"> Read aloud stories Action songs on animals 	Picking their belongings such as water bottles hanky etc. Teacher may like to give instructions for next day
Tue	Free Play in Interest/ Activity areas		Visit to nearby area to observe animals and birds		Discussion on Weather , Calendar; Group Singing Sharing own ideas and on the features of the animals and birds observed	<ul style="list-style-type: none"> Touch and count animals and Birds (pictures) Matching and one-to-one correspondence 	Free play on outdoor equipment				Collage Activity in Small Group Mixing colours and Drawing lines / strokes	Reading Readiness activity (<i>I Spy with my little eye something in the room that start with the initial sound 'F'</i>)	<ul style="list-style-type: none"> Stories of children's favorite on animals Rhymes on animal 	Picking their belongings such as water bottles hanky etc. Teacher may like to give instructions for next day
Wed	Free Play in Interest/ Activity areas		<ul style="list-style-type: none"> Welcome Prayer Cleanliness Checkup 		Discussion on Weather , Calendar; Group Singing Sharing own ideas and	<ul style="list-style-type: none"> Arrange the animal picture in order (size) 	Free play on outdoor equipment and organized game				Building with blocks ; Stringing beads in patterns (3 red, 2	Speaking skill activity ' <i>Show and tell</i> '	Dramatization / role play on familiar story on Animals	Picking their belongings such as water bottles hanky etc. Teacher may like to give instructions for

				talking about on the pet and wild animals and young ones of Animals						blue, 3 red etc.)		Puppet play on animals	next day
Thu	Free Play in Interest/ Activity areas	<ul style="list-style-type: none"> Welcome Prayer Cleanliness Checkup 		Discussion on Weather , Calendar; Group Singing Sharing own ideas and talking about 'Pet' animals	Classify the animals with their features and habitat	Ball catch and throw				Thumb painting	Reading Readiness activity – Auditory discrimination (<i>which is different – papaya, pot, pencil, mango?</i>)	Creating an Animals / Alphabet Book	Picking their belongings such as water bottles hanky etc. Teacher may like to give instructions for next day
Fri	Free Play in Interest/ Activity areas	<ul style="list-style-type: none"> Welcome Prayer Cleanliness Checkup 		Discussion on Weather , Calendar; Group Singing Sharing own ideas and talking about the different habitats of animals/birds	Sorting animals and birds pictures	Music and Movement				Tearing and pasting on a picture of animal/bird	Reading Readiness activity (<i>identify the noise/sound of Animals / Birds</i>)	Reading Word Wall	Picking their belongings such as water bottles hanky etc. Teacher may like to give instructions for next day
Sat	Free Play in Interest/ Activity areas	<ul style="list-style-type: none"> Welcome Prayer Cleanliness Checkup 		Recapitulation (Discussion on all the animals/birds)	Solving a Simple maze (with 2- 3 hurdles) Copy and extend pattern	Throw at target: Walking on different surfaces				Drawing and Colouring their favorite animal	Speaking skill activity ' <i>Show and tell</i> '	Music and Movement	Picking their belongings such as water bottles hanky etc. Teacher may like to give instructions for next day

NOTE:

- The schools having five days working for the children may plan recapitulation of the theme on Friday.
- The teachers of such schools will do programme/theme planning for the next week on Saturday.

Remember :-

Complexity of activities /games varies from age to age.

- Meeting with the parents and sharing the progress of children may be planned on the last Saturday of every month.
- Maths Readiness and Environmental awareness are part of cognitive development and language and literacy skills
- Create 'Literacy /Library Area in the classroom and have graded story books on relevant themes
- *Social and Emotional Development* :- Help children learn that we all should take care of animals and not hurt them (*through activities and discussions*)
- Planning of activities must be supported with age and developmentally appropriate play material and learning resources.
- Display meaningful/relevant print at the eye level of children such as class job chart, weather chart, alphabet chart to enhance emergent and early literacy etc.

SAMPLE WEEKLY LESSON PLAN ON INTEGRATED APPROACH (PRESCHOOL I & II)

Days	30 Min.	30 Min.	30 Min.	30 Min	30 Min	30 Min	30 Min	30 Min	KEY SKILLS BEING ADDRESSED
	CIRCLE TIME	ENVIRONMENTAL AND MATHEMATICAL ORIENTATION	INDOOR FREE PLAY	BREAK	LANGUAGE , COMMUNICATION AND LITERACY	ART AND AESTHETICS	OUTDOOR PLAY	GOOD BYE CIRCLE STORY TELLING	
	TEACHER INITIATED LARGE GROUP ACTIVITY	TEACHER GUIDED SMALL GROUP ACTIVITY	CHILD INITIATED SMALL GROUP ACTIVITY		TEACHER INITIATED LARGE GROUP ACTIVITY	CHILD INITIATED SMALL GROUP ACTIVITY	CHILD INITIATED LARGE GROUP ACTIVITY	TEACHER INITIATED LARGE GROUP ACTIVITY	
Monday	Welcome Hygiene check-up Rhymes/songs Sharing by the children Name tag Activity Calendar Activity Free Conversation	Visit to a Garden/Park The children and teacher have together decided that they would observe and notice the things they see, sounds they hear and textures they feel. They will collect what they like from the ground.	VISIT CONTD.		Children come back from the visit. Children and teacher sit in a circle. Children take turns to express themselves and talk about their experiences and their observations. Teacher supports children for turn taking and for keeping to the topic of the conversation.	Children represent their experience in the garden. Children may make drawings, models, collage, etc. based on their visit to the garden. Teacher writes on the sheet what the child says she has made	Free Outdoor Play	Story Telling – Children decide what story they want to listen. Use a picture book (without written words) preferably about a park/garden Recapitulation of the day – Children will be encouraged to share the experience with their parents at home	Observation Exploration Focusing Attention Visual Discrimination Waiting for their turn Expression Reflection Sequential thinking
Tuesday	Welcome Hygiene check-up Rhymes/songs Sharing by the children Name tag Activity Calendar	Children sort the items collected into different groups. All the children go around seeing and talking about the display items in different heaps. The class looks at one of the collections and	Children go to the activity areas of their own choice for play.		Children create a word wall of five senses. The whole class shares what they saw, heard, touched, tasted and smelt. The teacher writes the list on the word wall. The teacher explains	Children make rangoli /pattern of their choice with the things they collected and explain what they have created	Walking on a line /along a rope counting their steps with the help of the teacher.	Oral story telling Recapitulation of the day – Children will be encouraged to share the experience with	Matching and sorting Similarity and Difference Recall Vocabulary building Appreciating work done by

	Activity Free Conversation	talks about the differences – size, colour, shape and texture. They decide to sort them on the basis of one – say sorting into big and small leaves. The class says that there are more small leaves than big leaves. Teacher counts and tells that there are 8 big leaves but they have 15 small leaves			difficult words or words used in home languages.			their parents at home	others Creative Expression Problem Solving
Wedne sday	Welcome Hygiene check- up Rhymes/songs Sharing by the children Name tag Activity Calendar Activity Free Conversation	Children talk about different textures they experienced at the garden. The activity is extended by giving tactile cards to children and let them guess the texture.	Children go to the activity areas of their own choice for play.		Picture reading (on a garden scene), naming things in the picture	Children colour the pictures/ models they made or may be provided outline drawing of a tree' leaf/flower to colour.	Outdoor organized game- catching/thro wing	Story telling with props e.g. stick puppets Recapitulation of the day – Children will be encouraged to share the experience with their parents at home	Recall Observation Vocabulary building Classification Sequential thinking Creative Expression Working in small groups
Thursd ay	Welcome Hygiene check- up Rhymes/songs Sharing by the children Name tag Activity Calendar Activity Free Conversation	Teacher refers to the sounds they heard when they went to the garden. They have a conversation about it. The class then may decide to visit the garden/park again- this time to listen to the sounds or may decide to listen to the sounds recorded in the mobile	Visit contd.		Children are given a bundle of Picture cards of things seen in the garden. In passing the parcel game, they will speak one sentence on the picture.	Draw anything related to your visit to the garden. Ask children to interpret the images.	Free Outdoor Play	Story telling with picture cards Recapitulation of the day – Children will be encouraged to share the experience with their parents at home	Sound Descrimination Observation Classification Focussing Attention Creative Expression Sequential Thinking

		<p>or tape recorder.</p> <p>Let us close our eyes, listen to the sounds (chirping of birds, rustle of leaves, footsteps on dry leaves, people talking, vehicle sounds, etc.</p> <p>The conversation can also extend to different kinds of sounds in our immediate environment</p>							
Friday	<p>Welcome</p> <p>Hygiene check-up</p> <p>Rhymes/songs</p> <p>Sharing by the children</p> <p>Name tag</p> <p>Activity</p> <p>Calendar</p> <p>Activity</p> <p>Free</p> <p>Conversation</p>	<p>Children talk about the sounds they heard. They also act out as the animals and make the different sounds – squirrels, crows. They also talk about their characteristics</p> <p>Children form groups of three to come forward to make sounds and act as any animal they like. Children count themselves to see that their group has 3 members.</p> <p>Teacher helps as needed.</p>	<p>Children go to the activity areas of their own choice for play.</p>		<p>Class has a conversation about different sounds they hear and whether they like the sound or not like loud music, falling rain, sounds of animals.</p>	<p>Make a collage– by paper tearing and pasting. Teacher helps children discuss their collages and summarizes the learnings on the topic.</p>	<p>Skipping without rope and counting how many skips each child can make without stopping.</p>	<p>Dramatisation of the story</p> <p>Recapitulation of the day – Children will be encouraged to share the experience with their parents at home</p>	<p>Sound</p> <p>Discrimination</p> <p>Observation</p> <p>Classification</p> <p>Focussing</p> <p>Attention</p> <p>Creative</p> <p>Expression</p> <p>Sequential</p> <p>Thinking</p> <p>Reflections</p>
Saturday		RECALL AND RECAPITULATION OF THE WEEK'S ACTIVITY							

Sample Weekly Plan (for integrated approach) (PS-II)

Topic: Visit to the garden

DAY S	30 mins	30 mins.	30 mins.	30mins	30mins	30mins	30mins	30mins
	CIRCLE TIME	ENVIRONM ENTAL AND MATHEMAT ICAL CONCEPTS	FREE PLAY (INDOOR PLAY)		LANGUAGE, COMMUNICAT ION AND LITERACY Skills	OUTDOOR PLAY	ART AND AESTHETICS	GOOD BYE
	TEACHER INITIATED LARGE GROUP ACTIVITY	TEACHER GUIDED SMALL GROUP ACTIVITY	CHILD INITIATED SMALL GROUP ACTIVITY		TEACHER INITIATED LARGE GROUP ACTIVITY	CHILD INITIATED SMALL GROUP ACTIVITY	CHILD INITIATED LARGE GROUP ACTIVITY	TEACHER INITIATED LARGE GROUP ACTIVITY
Mon	Welcome children Warm up Health Hygiene check-up Rhymes, songs-Trees/ flowers/ birds/ butterflies Sharing by the children	Visit to the Garden/Park nearby		BREAK	They come back and talk about their experiences. Children and teacher sit in a circle. Children take turns to express themselves and talk about their experiences. Teacher supports children for turn taking and for keeping to the topic of the conversation.	Free outdoor play.(If there is no outdoor space available, do some activity involving large muscle movements)	Free hand drawing – Teacher will ask children to draw anything related to their visit to the garden.	Story Telling – Use a picture book (with 2-3 written lines on a page) related to plants/leaves/birds/butterflies. After telling the story the children will be encouraged to handle the books Recapitulation of the day – what did we do today? What did you enjoy most? The children will be encouraged to share their day’s experience with their

	Name tag Activity Calendar Activity						parents at home.
Tue	Welcome children Warm up Health Hygiene check-up Rhymes, songs-Trees/flowers Sharing by the children Name tag Activity Calendar Activity Free Conversation .	Conversation on what they saw in the garden yesterday Make a word wall of senses and record children's responses. Talk in detail about the parts of a plant. Talk about the colours, shapes and size they saw. Arranging the leaves, twigs, and feather according to their length (long to short or short to long) in five levels	Children will go to activity areas of their own choice for play. After playing the children will keep the materials back on their respective labeled racks/ shelves.	Beginning sound – the children will see the picture of objects related to the garden (tree, butterfly, birds, ants) and give the first sound of the word. <i>* When starting the identification of beginning sounds of any objects start with LI.</i>	Structured (races, games) /free outdoor play.(If there is no outdoor space available, do some activity involving large muscle movements)	Leaf printing –Children apply water colour on leaves and do leaf printing.	Oral Story telling Recapitulation of the day – what did we do today? What did you enjoy most? The children will be encouraged to share their day's experience with their parents at home and talk about the parts of the plants with them.
Wed	Welcome children	Conversation – Distribute picture cards of different	Children will go to activity areas of their own choice for play.	Rhyming words: The teachers speaks out a few	Walking on a curved line and	Colouring – The teacher will provide outline of pictures of	Story telling with a picture book with small text

	<p>Warm up</p> <p>Health Hygiene check-up</p> <p>Rhymes, songs-Trees/ flowers/ birds/ butterflies</p> <p>Sharing by the children</p> <p>Name tag Activity</p> <p>Calendar Activity</p>	<p>objects related to garden eg flowers, plants, leaves, butterfly, birds, grass etc. and children will talk 2-3 sentences about the picture they have in their card.</p> <p>Teacher may initiate a discussion on what trees and plant give us?</p> <p>Children make a pattern of their choice with materials collected from the garden. (two leaves, one stones, two twigs)</p>	<p>After playing the children will keep the materials back in their respective labeled racks/ shelves.</p>		<p>words like gana, dana, cat, mat and encourages children to make some rhyming words. In the initial stages the words may not necessarily have meaning associated with them.</p>	<p>counting the steps with the help of the teacher.</p>	<p>flowers/butterflies/ trees to the children and ask them to colour it</p>	<p>Recapitulation of the day – what did we do today? What did you enjoy most?</p> <p>The teacher will encourage the children to share their day’s experience with their parents at home and talk about what plants give us.</p>
Thu	<p>Welcome children</p> <p>Warm up</p> <p>Health Hygiene check-up</p> <p>Rhymes, songs- birds/ butterflies</p> <p>Sharing by</p>	<p>Conversation – Talk about the sounds the children heard during their visit to the garden. Introduce different sounds of variety of birds and encourage children to recognize the birds. This can be followed by children producing sounds of different</p>	<p>Children will go to activity areas of their own choice for play. After playing the children will keep the materials back on their respective labeled racks/ shelves.</p>		<p>The children will be encouraged to create sentences orally using the objects seen in the park in L1</p>	<p>Structured (races, games) /free outdoor play.(If there is no outdoor space available, do some activity involving large muscle movements)</p>	<p>The children use palm printing to create trees and flowers</p>	<p>Oral story telling</p> <p>Recapitulation of the day – what did we do today? What did you enjoy most?</p> <p>The teacher will ask the children to share their day’s experience with their parents at home and talk about the sounds produced</p>

	<p>the children</p> <p>Name tag Activity</p> <p>Calendar Activity</p>	<p>birds.</p> <p>The children sort the leaves according to the shapes . Leaf sorting</p>					<p>by different birds. She will ask them to experience more sounds of different birds at home.</p>
Fri	<p>Welcome children</p> <p>Warm up</p> <p>Health Hygiene check-up</p> <p>Rhymes, songs-Trees/ flowers/ birds/ butterflies/ insects</p> <p>Sharing by the children</p> <p>Name tag Activity</p> <p>Calendar Activity</p>	<p>Conversation on different kinds of Textures</p> <p>The teacher keeps materials collected from the garden (stem, leaves, twig, flowers) and adds more materials like cotton, sponge, cloth. She asks the children to touch the materials and feel the different texture e.g. rough, smooth, hard and soft and name them.</p> <p>Counting – teacher will speak out any number</p>	<p>Children will go to activity areas of their own choice for play. After playing the children will keep the materials back on their respective labeled racks/ shelves.</p>	<p>The children will be encouraged to give words associated with different words taken from the visit to the park eg word given is tree, the children give words like leaves , branches, bark</p>	<p>Structured (races, games) /free outdoor play.(If there is no outdoor space available, do some activity involving large muscle movements)</p>	<p>Make a collage (tree/leaf/flower/butter fly/bird) – paper tearing and pasting</p>	<p>Story telling with props e.g. stick puppets</p> <p>Recapitulation of the day – what did we do today? What did you enjoy most?</p> <p>The teacher will encourage the children to share their day’s experience with their parents at home and talk about the different textures they have learnt about. They will experience more textures by touching objects in their home along with their parents.</p>

		and ask the children to count and take out the same number of stones						
Sat	REVISION OF THE WEEK'S ACTIVITIES							

CHAPTER-3

ASSESSING AND GUIDING DEVELOPMENT AND LEARNING OF CHILDREN

The basic purpose of assessment in preschool program is to determine every child's developmental status at a time and how they are progressing over time. Through continuous observation and assessment, it becomes easy to plan early learning experiences to match the needs of children and challenge their abilities. The main purpose of observing children is to get to know them, identify their needs and accordingly support their learning. The teacher need to know *what, when and how to observe*.

What to observe while assessing children

- a. Major growth and development in domains
- b. Progress in learning
- c. Children's unique style and pace of learning, knowledge, attitudes and interests
- d. Issues or concerns about a child or group of children
- e. Expected outcomes of preschool program.

Some examples of what to observe while assessing children?

- Watch for mood and temperament. Is the child easygoing or tense? Is she able to express her feelings verbally? Does she easily get frustrated?
- How does a child interact with other children? Does the child share materials? Does the child initiate her/his task/activity or wait to be invited?
- Does s/he spend time in activity areas? Does s/he move on her/his own from one activity area to another or does s/he require teacher's help?
- What kind of roles s/he takes within the group like leader, talker, follower, and listener etc.
- How do children respond to daily routines/ schedule of preschool program?
- Watch for the quality of use such as - Is the crayon /pencil securely held?
- The imaginative use, like, "Does the child invent new ways to use blocks or other material?"
- How many pieces can the child join in puzzles?, how the child doing sorting/classification?
- Does the child show interest in books and other reading material?
- Does the teacher feel their language development is slow, normal or advanced? Give reasons for the assessment, Observe early literacy skills of the children, a month later for example, how has each child's language development and changed or enhanced since the last time?
- How extensive is the child's vocabulary?
- Watch the child outside at playground; does s/he climbs using alternate foot.
- Does she exhibit any specific emotion too often?

How to assess (Recording or Collecting Information)

Points to remember while doing assessment:

- Design activities and provide more than one opportunity to assess the child's skill and learning. Activities should be carefully planned and well-spaced, with few repeated opportunities to record learners' performance.
- Assessment can be done using a variety of tools. An essential aspect is the use of observation—ongoing as well as structured or time bound. Ongoing assessments indicate any observation or information gathered in course of the routine activities of the year.

The tools of assessment are suggested below which give ways of recording the information.

- a) Anecdotal records,
- b) Samples of children's work,
- c) Daily or weekly observation notes about progress
- d) Checklists or rating scales
- e) Photographs and video tapes
- f) Talking to the child in-depth

a) **Anecdotal Notes:** anecdote records provides a brief and factual description of a situation, incident or behavior. It is one of the methods of observation about children's behavior.

- Anecdote record must include name of the activity, observer, place of observation (indoor and outdoor), number of children involved, type of development observed, date and time.
- Notes and descriptions should be specific and factual (what actually happened, children's actions, reactions).
- Design a format or system to record the description of events. Like, if the teacher observes a child in language area she may record her progress in language development.

Sample of Anecdotal Record

- *Rihaan(10th November 2017) was in a very good mood this morning. He came to class to tell Teacher that his Grandmother took him to the aquarium. He was very excited he got to see a big fish but*
- *Kavya (13th November 2017) has returned from her holiday. She was not very active and did not eat her snack. Kavya was narrating a story to the doll during free play, in which she spoke about missing her cousin Rahul and feeling sad.*

b) **Portfolio:** Portfolios helps to capture many dimensions of children's development and learning. It is difficult to incorporate into a portfolio everything a teacher need to know about a child but try to make each item that goes in the portfolios as informative as possible such as work samples, photographs, drawings etc.

Sample of children's work in portfolio

Anaya made her family tree on 31st August 2017. She wrote all her family members' names but ensured her brother and Bua's name was pasted right next to her own name

Types of items that can be included in portfolio:

- Work samples and products (sample of drawing, printing, pasting, attempts of writing, practice work sheets, any other art medium)
- Photographs of a child engaged in any activity area/work/play
- Photographs of collage prepared by child/children
- Audio tapes and video tapes
- Interviews- audio and video
- Organised and structured observations, performance assessment
- Anecdotal records and jottings
- Dictated drawings
- Participation chart—what a child did on a given day or during a given period.

c) Daily or weekly observation notes about progress: Observation is a process of watching and documenting a child at work without interfering. Its main purpose is to provide information about each child's total development, their progress and changes that occurred over a period of time. It is to understand 'What do they know'? 'What are they able to do'? 'What are their feelings, interests, and attitudes? How is their physical health', and 'What would encourage her/his involvement?' This information helps in drawing valid conclusions and providing appropriate practices and learning materials and arrangement of the learning environment. Following points must be decided before observation:

- Whether to observe the whole group or a small group or individual child?
- What point of various to be observed? - (How the child initiates, interacts with peers and also while playing, doing activities in activity areas; with children, and with teachers)
- Where to observe -in activity areas, while doing worksheets; on the playground, etc.
- How long to observe
- How many times to observe
- How to document the observations.

How to observe and assess?:

- Observe how the child is developing and learning in her/his own way. For example, if a teacher is familiar with all 20 children of her class, she should be able to relate the child by the specific descriptions provided about her/his behavior, without actually seeing the child.
- During observation try understand how to enhance classroom activities and pedagogical practices. Use observation data to reflect on the classroom environment, curriculum and whether teaching-learning experiences are working well or need modifications to better meet children's needs. Keep a page for each child to document teacher's observations.
- Know '*where do children stand under different dimensions*' in their development and learning. This information on observation can be effectively used for classroom planning, making activities relevant and appropriate for individual children and the group.

- Identify children who need special attention and help.
 - Use mobile phones, audio / video recorders, cameras, checklists, notebooks etc., to record.
 - Get the feedback from the supervisors, in-charges, head masters and other follow teachers for making changes in the classroom practices and program plans.
 - Avoid any preconceptions or biases during observation. They should be using their understanding of child development as a filter to identify expected behavior as well as pick up critical points that indicate a child might be struggling with learning.
- Observations should:
- Occur multiple times over a period of time(*e.g. teachers, parents*), and
 - Collect information from multiple contexts (*e.g. classroom, playground, home*).

Observations can be used by the teachers for different purposes, *for example, on*

- Individual child- "to focus on one or more specific area(s) of development e.g. self-help skills, transition from one activity to another etc."
- Groups of children - "to focus on one or more skill(s), e.g., abilities to communicate, share and take turns, complete task in group, classify on the basis of one category etc."
- The whole group-to assess whether all children have mastered one skill, e.g. balancing while walking on a drawn line, identify the initial sounds of particular at least 4-5 graphemes (letters) etc."
- An area of the room-to assess whether the area is appropriately used and what activities occur there, whether and how the children are using print displayed in the classroom etc.

d) Checklists or rating scales: Checklists are a list of learning outcomes, behaviors, or traits of a child in a particular development area. A teacher is to determine whether these traits exist in a child or not. She has to mark on the checklists as "Yes" or "No" to indicate whether a particular child exhibited a behavior during that observational period.

Sample Checklist

Keys		
A = Achieved	P = Progressing	D = Having difficulty

Domains of Development	Term I	Term II	Remarks
Physical Development			
Gross Motor Skills			
Can jump			
Can kick the ball forward			
Can climb upstairs and downstairs without support			
Can move forward and backward			
Can catch bounced ball			
Can walk and run easily			
Fine Motors Skills			
Can grasp a crayon using the tripod grip			
Can copy simple instructions			
Can string beads			
Can solve 2/4 piece puzzles			
Work Habits			
Can work without disturbing other			
Can follow simple instruction			
Can understand daily routine in class			
Can take care of Personal Hygiene			
Seeks help from adult when needed			

e) Photographs and videotapes: Videotapes and audiotapes help teachers to assess the child's progress/ program progress and boost the motivation and confidence of children. Teachers can accordingly design and modify suitable classroom practices by viewing and listening to the recordings. Teachers can do the following using technology in the classroom:

- Click photographs or record small videos to record children at work in all the areas of development and learning.
- Capture specific shots like how child builds tower, how s/he solves problems, how they behave in dramatic area/doll's corner, how they read/write or how they help or share.
- Share with families the softwares, mobile videos, audio/video clips, USBs or CDs so that parents know what their child might be doing during the day.
- Do audio recording especially in the activity areas where children are interacting in small groups. For example, teacher can record when children are retelling the story.
- Use tapes during parent's interaction Program and teacher training Programs.

f) Talking to children: it provides great insight into how they perceive their world. for example, when a child is playing with blocks and constructing, teacher may ask- "can you tell me what are you making" which block do you think is heavier? Why do you think so and so on?" You will be surprised as to how children think and you'll also be able to understand how they view their work. Young talking to the children need to be informal and formal as well.

Guiding Children's Learning using the Development Characteristics and Early Learning Goals (ELO's)

How to make the process of observing children systematic so that the teacher can relate to all of the five domain and early learning goals. However, this does not mean the teacher is required to do separate observations on each child. While looking at the child when s/he is involved in activities /tasks, the teacher can get information about most of the goals.

For this one must get familiar with the learning goals and see what kind of opportunities and experiences are required for children so that they can reach to early learning outcomes. Using the Goals and ELO's the teacher will have a perspective for example what to offer to child, kind of experiences, what a child can do at a particular age, whether the classrooms environment is well designed, how a child is working with others and what is child's level of curiosity. All these information will help the teacher to decide and plan the content to teach and the pedagogy and methods to teach it.

In the following chart, we can see how the teacher observes her children and use the knowledge of how child develops. The developmental characteristics will help the teacher to organize her teaching practices, planning and interaction with individual children and what specific pedagogy and teaching strategies she is going to use.

Observing the children	Review and Reflection	Teacher's Response and strategy
<p>Circle Time</p> <p>Ria sits in the groups and looks other doing actions and singing a song; Few children ask her to join in.</p>	<p>Ria seems to feel shy participating in whole group music and movement activities.</p> <p><i>Goal 1: Children maintain good Health and Wellbeing</i> <i>ELO: 2 (PS-I) Begins to understand and follow simple rules</i></p> <p>She does not want to talk would Ria feel comfortable with only one /two children.</p> <p><i>Goal 1: Children maintain good Health and Wellbeing</i> <i>ELO: 2 (PS-I) Recognises and expresses feelings that are appropriate to the situation.</i></p>	<ul style="list-style-type: none"> • Plan to talk to Ria's previous teacher and parents to find out more about her; how she responds at home. • Observe her in interest/ activity areas • Plan for much smaller group or with only one child with drum etc. • Plan for Ria to explore music independently.
<p>Math Readiness Activity</p> <p>A Small group of children engages and works on sorting a collection of flowers (<i>that they have collected during the visit to garden.</i>)</p> <p>Akshay take all yellow flowers and lines them up from smallest to biggest.</p>	<p>Akshay enjoy and participates in small group activities</p> <p><i>Goal 2: Children become Effective Communicators</i> <i>ELO: 2 (PS-I) Follows one to two simple oral instructions and classroom routines</i></p> <p>Akshay completes the given activities/task</p> <p><i>Goal 1: Children maintain good Health and Wellbeing</i> <i>ELO: 9 (PS-II) Displays relevant and appropriate habit formation with increased attention span and persistence in daily activities</i></p> <p>He sorts flowers by colour</p> <p><i>Goal 3: Children are Involved Learners and Connect with their Immediate Environment</i> <i>ELO: 3 (PS-II) Classifies a group of objects by one category and then by another.</i></p> <p>Akshay shows and uses problem solving skills when he lines up the flowers according to size</p> <p><i>Goal 3: Children are Involved</i></p>	<p>Observe Akshay in activity in areas.</p> <p>Ask open ended questions to extend his critical thinking <i>such as (how you have arranged the flowers like this? How you kept the biggest flower at the end and why?)</i></p> <ul style="list-style-type: none"> • Provide more opportunities for sorting toys, seeds, pictures etc. • Provide opportunities for arranging objects in order.

	<i>Learners and Connect with their Immediate Environment</i> <i>ELO: 5 (PS-II) Arranges objects/ pictures in a order</i>	
<p>Emergent and Early Literacy</p> <p>Story –telling</p> <p>Savita asks the teacher to tell the story “<i>The Little Red Hen</i>”.</p> <p>In between the story she tells the name of another animal or person even before the teacher.</p>	<p>Savita chooses the story book from the Activity area (<i>Mini Library /Reading area</i>) and enjoy listening to story and actively participate in story-telling.</p> <p><i>Goal 2: Children become Effective Communicators</i> <i>ELO: 6 (PS-I) Demonstrates curiosity and interest in print and pictures</i></p> <p>She predicts the next character and tries to figure out what /who comes next.</p> <p><i>Goal 2: Children become Effective Communicators</i> <i>ELO: 6 (PS-II) Engages in conversations / story that develop ideas</i></p> <p>She tries to figure out the sounds of the character</p> <p><i>Goal 2: Children become Effective Communicators</i> <i>ELO: 4 Hears and discriminates sounds of language (PS-I)</i></p> <p><i>ELO: 2 Identifies initial and end sounds in a word (PS-II)</i></p>	<ul style="list-style-type: none"> • Provide props/toys in the mini library/ reading area so that she can retell the story on her own. • Plan for more rhymes, charts and language games on phonological awareness • Keep more age appropriate books that involve play with sounds of language.

To conclude, teachers need to be sensitive and knowledgeable about cultural and individual differences and their possible impact on assessment and classroom practices. Teachers need to work with parents and other fellow teachers of their school. Use of varied tools in assessment, along with available technology can serve as a great advantage. The most important teacher qualities for assessment are consistency, organising data appropriately and preventing bias.

CHAPTER-4

ROLE OF THE TEACHER

A preschool teacher works with the children who are between age-group 3 to 6 years. Preschool education provides the foundation for later development. A child at this stage particularly needs a teacher who has the necessary sensitivity, understanding, knowledge and skills to handle and stimulate young children. Therefore the personality of the teacher is a crucial determinant of a preschool programme.

Qualities of Preschool Teacher

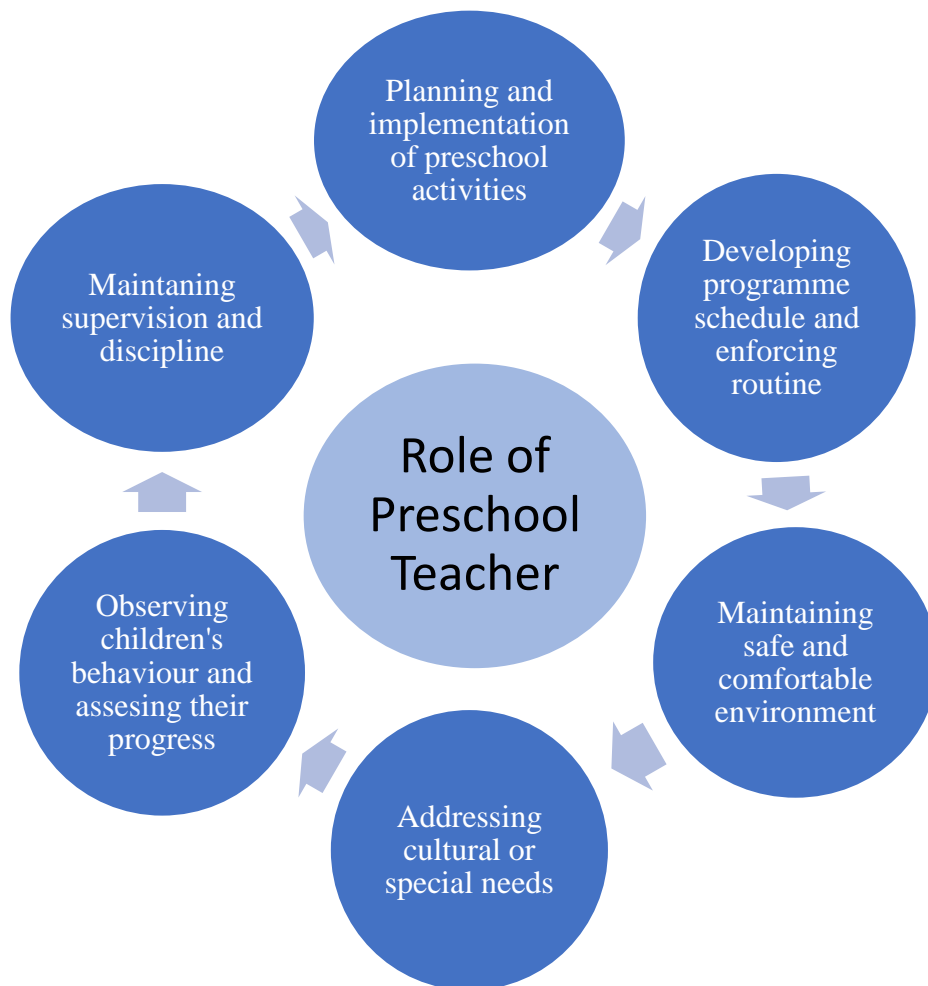
- ❖ The teacher should be well trained and be able to effectively execute the programme.
- ❖ The teacher should be pleasant, energetic and innovative with an interest and concern for children.
- ❖ She should have an ability to interact and communicate meaningfully by being able to come down to the level of children. She should be sensitive, flexible and should have self-confidence.
- ❖ Skills in creative and performing arts, organizing indoor outdoor activities, early language and maths activities, development of teaching-learning material, dance and songs.

These characteristics and skills can and should be further reinforced by a well planned and systematic training.

Teacher Training

Teacher training should be periodic and should focus on developing in the teacher an understanding of child development and the skills to conduct activities to foster different aspects of development in children.

The needs, interests and abilities of the children, both individually and collectively, should be assessed by the teacher. Preschool teacher engages children in variety of activities that are developmentally appropriate and looks out for each child's well-being. She has many other duties that she must fulfill to be successful in her role such as planning and implementation of preschool activities, developing weekly and daily schedule and carrying out routine, maintaining safe and comfortable environment, addressing cultural and special needs, observing children's behaviour and assessing their progress and maintaining supervision and discipline.



Teachers must consider each child's:

- Socio-economic circumstances
- Cultural background
- Health and physical well-being
- Language used at Home
- Interaction with other children and adults
- Gender

Teachers must review and reflect upon the learning activities offered to young children:-

- Is there a comprehensive range of developmentally appropriate activities for all children in the Preschool centre?
- Is the preschool setting equipped with a range of materials/ equipment and activities which promote early learning?
- Are there sufficient opportunities for all domains including technology?

- Do all children understand and follow basic concepts of health, hygiene and sanitation practices?
- Do All children get enough opportunities for free play?

Role of Helper: The helper should assist the teacher in the day to day implementation of the preschool curriculum, she should also be able to conduct some of the activities with children, as and when the need arises. Particularly in view of this expectation it is necessary that the helper be also adequately trained. In-service training should be provided to helpers.

Training of Preschool Functionaries: Training of functionaries of preschool programmes is very essential particularly keeping in mind the specialized nature of Preschool Education.

Organizations running preschool programmes should ensure that there are regular refresher courses, workshops, visits to other schools, self evaluation techniques etc. for the teachers and helpers so that they can update their knowledge and enhance their efficiency.

CHAPTER- 5

SUPERVISION AND MONITORING

Supervision and Monitoring are essential processes in the implementation of the Preschool Education. It is therefore necessary to develop systems and protocols to ensure effective supervision including developing an entire cadre of human resource to understand its importance and undertake it in real earnest.

Monitoring is the process to check the progress of the programme over time. It includes collecting and analysing the information about a programme.

Supervision in context of preschool programme could be day to day management of preschool functioning, organization of activities by the Head (anybody having supervisory role). This should also be carried out regularly with a written record of the discussions or meetings.

Monitoring and Supervision focuses on the problem and not the individual. The focus is on assessing the impact of the problem, identifying the root causes of the problem, prioritizing the aspects to be addressed, finding solutions and implementing them.

Monitoring and Supervision is Important for-

- ❖ quality implementation of preschool activities (*because curriculum implementation requires conduct of variety of activities based on themes selected from child's immediate environment, suited to varied age group using age appropriate material and assessment techniques*)
- ❖ meeting varied interests and needs of children
- ❖ fulfilling the objectives of preschool education
- ❖ *holistic* development of children
- ❖ ensuring safe, secure and stimulating environment
- ❖ ensuring parent and community involvement

Effective supervision and guidance leads to improved quality of functioning of preschool and Early Learning Outcomes.

Monitoring and Supervision in Preschool Education

The supervisory staff in preschool is an educational leader and acts as a stimulator, a guide and a consultant in guiding the efforts of the preschool teacher for improving teaching-learning processes. She/he is not as a critic or a dictator, but a kind human being. In relation to educational matters, the supervisory staff assists the teacher in solving her/his professional problems; in examining the collaboration of preschool teacher with the parents and community, assessing teaching methods, the preschool curriculum content, distribution of duties, schedule, etc. She/he helps to organise small study groups among the teachers and

encourages professional reading and actively supports other forms of in-service training. She/he encourages research of various kinds, and spreads amongst teacher's ideas useful in achieving goals and objectives of preschool education.

It is expected that the supervisor will oversee all aspects of curriculum implementation which will include physical infrastructure teaching learning materials, equipments, classroom organisation and management, including children's participation, assessment of child's learning and parent involvement.

In relation to day to day educational matters, the supervisory staff assists the teacher specifically in following areas:-

- ❖ in solving her/his day to day classroom related problems;
- ❖ in examining the collaboration of teacher with the parents and community,
- ❖ assessing teaching methods,
- ❖ the curriculum content,
- ❖ distribution of duties,
- ❖ Scheduling the activities, etc.

Role of Supervisors

In order to play an effective role in supervising the preschool activities, it is necessary for the supervisors first to have a clear and correct understanding of the principles on which the curriculum has been designed and developed.

It is important that Supervisors visit the centres regularly and oversee the presence and quality of the different elements of the programme. They analyse data like attendance, costs etc. and make on-the-site investigations to find out the reasons for certain recurring phenomena like low attendance, low male/female registration, poor performance on certain parameters and then takes corrective steps to resolve the issues. In essence, the role comprises in-depth observation, followed by analysis and investigation before providing workable and doable solutions to the teacher.

Some of the specific tasks that need to be undertaken exclusively for effective curriculum implementation is to ensure the following:

- Preschool programme aligns with the curriculum.
- Adequate number of toys and learning materials available for children to play and gain mastery and success
- Children use learning materials (*culturally relevant low cost/no cost and locally available*) in the class
- Display of materials, children's artwork on the walls at the eye- level of children or on a table
- Activity centres available and used so that the children can play according to their interests and choose their activity

- Weekly/Daily schedule followed by the teacher to meet the different needs and interests of children
- Language of interaction is the mother tongue/home language of children, while supporting the development of other languages
- Classroom arrangement and time provided by the teacher for free play
- Ensure active participation of *All* children in preschool activities
- Portfolios of all children are maintained containing anecdotal records, developmental checklists, samples of drawing, writing and other activities, observation notes
- Planning of activities based on the performance level of children
- Sharing of strengths of the children with parents and identify areas of improvement on a regular basis.
- Maintaining and updating of children's attendance, and leave regularly
- Maintaining observation notes, registers and communicating information to parents about the child's interests, needs and progress of their learning
- Hold regular consultation with the community on ways to support and improve the preschool centre
- Parent-teacher conferences / workshops/meetings are held in which there is exchange of information about the child and the knowledge is used to follow up appropriately
- Community members are encouraged participate regularly in events like preschool day, health and nutrition day, *Bal-Mela*, nutrition week, awareness campaigns, grandfather's and grandmother's days, etc.
- Parents and children are provided information on nutritionally balanced diet and health education.

CHAPTER-6

PARTNERSHIP WITH PARENTS AND COMMUNITY

We all know that parents play an important role in the development of their child's personality. They are the child's first teachers and have the primary responsibility for their child's development. Parents and Teachers, therefore, must function together as partners to help the children learn and grow. School programmes and initiatives can only be successful if they receive support from the parents and the larger communities.

Parent education is necessary to ensure that whatever is achieved in the school is further reinforced or complemented at home. Parents need to be informed regularly about their child's care and development i.e., health and nutrition status of the child. They should therefore be made aware of issues such as

- Need for a comprehensive approach to development
- Age related milestones and the dangers of pushing a child beyond what she is ready for
- Child care i.e., health and nutritional needs of the child at different stages of their development
- Importance of play and early stimulation for the child's development
- Play way methodology followed in the preschool programme and its need and purpose
- Role of parents and how the parents can support in the development of the child

Parents can also be taught simple skills of recitation, story-telling, preparation of puppets and low-cost fun toys, etc. for children which will help improve the quality of their interaction with the child.

Parent-teacher contact can be maintained through

- Incidental meetings, for example, when parents come to leave or pick up their children
- Organized parent-teacher meetings which could be held once a month or once in every three months, as convenient
- Home visits conducted by the teacher/ worker to every home at least once in a term or quarter
- Bal mela, or children's fair, which could be organized once a year to which the families could be invited
- a newsletter with illustrations.
- Small video programmes which can be shared with parents through different mode of technology.

Parent involvement can be sought by the preschool teacher in several ways.

- As an additional adult to assist in handling small group activities, for example, creative activities, story-telling or to accompany children for outings etc.
- As a substitute teacher in case the preschool teacher is otherwise occupied
- As a resource for collecting waste/raw materials for use in the preschool centre

- Parents with specific talents or skills could make a contribution by using their skills for the benefit of the children. For example, a carpenter could be asked to make some wooden toys, a mother who can sing could teach children songs, a painter could help paint the shelves, etc.

Role of Community

The community is an important stakeholder in the preschool education programme. Involvement and participation of the community members would help them in understanding children and their family needs better. Role of the teacher in order to achieve meaningful participation of the community is to know the community, its people, their occupations, activities and resources and their cultural context. This could be achieved through -

- establishing a link with the community for ‘awareness generation’ through folk songs, street plays, puppet shows, *jathas*, etc. Only if the community is aware of the needs of children, can it help.
- making the centre ‘visible’ by organising events where community can participate like festival celebrations, sports events, *Bal-Mela*, etc.

Few parents can help in organising and managing such events.

Once the community recognises the need of preschool education, ownership of the preschool centre among the community members inevitably develops. It is not uncommon to observe community members helping the centre in many ways, such as providing drinking water, adequate space for the centres and other resources. Few local members who are in various capacities can be appointed in the centre. They may not be suitably trained or qualified, yet they will be able to contribute in concrete ways over a period of time towards the objectives and functioning of the preschool centre.

CHAPTER 7

ADDRESSING CONCERNS RELATED TO EARLY LEARNING

Due to the diversity of experiences, diversity of abilities, and vagueness of dialogue over appropriate teaching learning process certain issues have emerged in the past and will continue to emerge. Hence, for the better implementation of present curriculum these concerns require mindful handling. This would help to improve the quality of teaching learning process in the classroom thus, ensuring learning and development of all children. Tips to tackle some of the most prevalent issues are being discussed below:

1. Use appropriate language and ensure smooth transition to school language

Children learn best in their mother tongue, providing mother-tongue instruction in the early grades help improve learning outcomes and strengthen retention. It is suggested that:-

- In case of more than one language as mother tongue and local dialect, allow as many languages as are in the classroom to be used for expression by the children and to pay attention to and learn from each other.
- Attempt to learn few words and phrases of child's home language or mother tongue and use them while interacting with that child and while giving instructions etc.
- While promoting mother tongue provide exposure to school language to prepare children better for school. Encourage them to be proficient in their home language or mother tongue first and then introduce the school language (regional language/English). While doing so, continue to convey a positive attitude about children's first language and allow them to express themselves in their home language or mother tongue.
- Support children to develop proficiency in their mother tongue or home language, especially if it is not the language spoken by the majority of the children.
- Provide material with information on dual/ multiple language learning and on the importance of home language for community awareness and parental education.

2. Handle variation in learning

In a class where children vary in their learning abilities the teacher must use the concept of 'differentiation' to meet the learning needs of children. She must,

- Moderate the learning environment for meeting varied learning needs of the children.
- Focus on what children need to learn or how they will get access to the information.
- Design activities in which the child engages to make sense of or master the content.
- Culminate projects that enable the children to rehearse, apply, and extend what children learned in a topic.

- Allow children to work in different groups -sometimes with children at same level of readiness with mixed-readiness groups, with children having similar interests, with children having different interests, with peers who learn as they do, randomly, and often with the class as a whole.
- At times the teacher can divide the whole group into two groups of children with varying abilities and ages. While the younger age group of children with emerging abilities is engaged in free play the teacher conducts the guided activities with the older age group of children with higher abilities. After a period of 30 minutes the teacher can conduct guided activities for the younger age group of children with emerging abilities while the older age group of children are engage in free play. Thus the teacher will be able to manage the varying abilities and age groups through developmentally appropriate activities.

3. Manage multi-age grouping

The multi-age groupings benefit both younger and older children in the classroom. In such heterogeneous group, children learn from each other and thus, facilitate cooperative learning skills. Therefore, a class of multi-age group children may be managed to get maximum benefits from them and for them. Hence, as suggested in the National ECCE Curriculum Framework (MWCD, 2014) the process i.e. ‘differentiation’ for handling multi level learners who have variations in their learning levels may be followed to manage multi-age group children (discussed under ‘handling variation in learning’).

4. Create learning environment

The classroom settings have a direct impact on how children engaged with different activities and experiences. Hence, it is vital to ensure physically and emotionally supportive environment. Therefore,

- Create activities areas and provide opportunities to the children to explore them on regular basis.
- Minimise the obstacles to ensure safety and set up a patterns for entering the room and moving to the activity corners.
- Display visual reminders of socially expected behaviours and rules
- Arrange space to allow children to work individually, in small groups, or in large group.
- Ensure that equipment/materials in classroom are functional and in good condition.
- Regularly change the display and material to sustain and extend children's interest.
- Display materials on low and open shelves for accessibility and independent use.
- Interact with children and encourage them to raise questions and answer to questions.
- Encourage them and provide opportunities to share, cooperate, and help.

5. Ensure and encourage gender equality

Preschool can be a better place to break the gender stereotypes Hence,

- Demonstrate equal and appropriate expectations from boys and girls, they should be given equal attention, respect, and provided equal opportunities.
- Select books, play, and other activities free of gender bias.
- Avoid language that limits one gender or another and use gender-neutral labels.
- Stories, songs, activities and facilitation aids should depict girls and boys in the same roles and men and women in all professions.
- Both women and men should appear as leaders, heroes and problem solvers etc.
- Regularly sensitise the parent to support these practices at home. It is important to help them understand and stop discrimination.

6. Avoid early formal instructions

Early focus on developing knowledge, skills and cognitive abilities in children harms their ability to develop positive attitude, disposition to learn, being reflective, being inquisitive, being inventive, being resourceful, and being problem solver. Teacher must,

- Focus on building concepts and strengthening competencies and skills needed for understanding content based curriculum in primary schools. To achieve this, they must discourage formal system of teaching learning. In spite, they should demonstrate the curiosity and creativity towards activities and new material or concept, and value the same dispositions in children and let them flourish.
- Try to influence parent's perceptions of their children's dispositions.

7. Ensure careful inclusion of children with disability

Inclusion provides an opportunity to treat children with disabilities equally. This empowers them with adequate facilities, infrastructure and personal support. Hence,

- Carry out the early developmental screening of all children and identify their strengths.
- Provide space for children where they can exercise these faculties and develop them to optimum level possible.
- Understand the significance of early identification and intervention.
- Make adjustments in the physical environment to ensure it is barrier free.
- Make curriculum flexible and accessible to children with different impairments.
- Develop appropriate assessment and evaluation procedures.
- Built the capacity and empower all the stakeholders to change their attitude.
- Use age appropriate play and learning material, and sensitization; orientation; training; and counseling of parents and community should be done.
- Focus on prevention efforts for families of 'at-risk children' on strengthening the family and building on the family's positive attributes.
- Train teachers to identify difficulties and needs of such children.
- Train teachers in their in-service training to help children with diverse abilities and learning styles, fulfill their learning needs.

8. Follow appropriate assessment procedure

Children's progress should be assessed in a non-threatening manner on regular and comprehensive basis through daily observation, anecdotes, play activities and interactions. No child should be subjected to any tests or examinations, either written or oral. Assessment shall also be used for early identification and diagnosis of disabilities or developmental challenges. Level of children can be assessed using following approaches:

- **Formal assessment:** It can be done through the administration of standardized test.
- **Informal assessment:** It evaluates children on tasks that take place in real life contexts, and in naturally occurring activities. It offers multiple ways of evaluating children's learning, as well as their motivation, achievement, and attitudes. Such assessment includes observations, portfolios and rating of children by the teachers.

9. Provide basic learning facilities

It is important for the government to ensure basic infrastructure and facilities, recruitment of exclusive preschool teachers and their training, development and rollout of a developmentally appropriate curriculum, documentation and adaption of good practices, ensuring parent and community involvement, convergence with concerned ministries, research based interventions, making preschool a mandate in all the schools and rigorous monitoring of activities. It is also important to provide adequate and developmentally appropriate teaching and learning material as per the number of children.

10. Manage adequate teacher children ratio and additional staff

The teacher child-ratio of 1:25 must be strictly followed in each preschool. Additional support staff may be appointed on full time or part time basis for additional duties like: cook, accounts person, office peon, gardener, security guard, sweeper etc. must be appointed as per the need and requirement of the preschool.

SUPPORTING CHILDREN'S TRANSITIONS

Transitions occur on a daily basis for families with young children. As children become older they may make the transition to preschool and most children experience the transition to school. Change is a key feature throughout each of these transition periods. Children need to feel secure, confident and connected to people, places, events, routines when they move into new environments.

Factors for supporting Transitions

For supporting effective transitions various factors need to be kept in mind by the teachers:

- develop respectful, trusting and supportive relationships with children and their families
- information about each child is shared and understood by the families and teachers.
- children are provided with the opportunities to express themselves and make choices.
- local communities, contexts are kept in mind while planning experiences for children.
- children having special needs and requirements are supported by collaborating with their families and special educators.
- families need to be valued and respected, as well as included in the new environment

Supporting children's transitions to early Primary grades

Starting school is a major life transition for children and their families. This is a time which can be both exciting and challenging at the same time. The child and the families have to adjust to new environment, new expectations, new interactions and relationships. In this context it becomes imperative that the children are supported in the transition process.

In our country there exists a wide variety of preschool services- anganwadies, balwadies, privates preschools etc. having wide disparity in the infrastructural facilities, teacher qualifications, curriculum and pedagogies. The age at which children begin their pre-schooling also varies. Thus there are differences in the ethos and approaches among various preschools. There are four major areas where children may experience the lack of continuity which may hinder their learning i.e.

- i. change in the physical environment
- ii. differences in classroom organisation
- iii. content of curriculum
- iv. pedagogy and practices of preschool and early primary classes

The environment, classroom settings, the curriculum and pedagogies and practices need to be aligned to the pre primary classes. Throughout the early childhood period, early childhood teachers develop their knowledge of each child's strengths, interests, cultures and abilities. They also develop strong relationships with children's families. When this information is shared with other teachers of primary schools, new learning and development opportunities can be planned in a way that responds to children's strengths, interests, cultures and builds on what they have learned before. Progress from preschool to early primary classes should be seen as continuous process in child's holistic learning. The early learning outcomes for children's learning in preschool need to be linked

with the learning outcomes of class I. The school needs to plan in such a way that the goals of curriculum should be geared to the developmental needs of children. The teachers need to allow sufficient flexibility to ensure that the individual interests of children in their school are met.

What needs to be done to maintain continuity?

The following are some suggestive ways to ensure continuity of children's experiences:

- Parents and families should also be involved in the transition program so that children can adjust better and adapt smoothly and comfortably in the primary school.
- Training of preschool and class I and II teachers need to be held together.
- Pre and Primary school educators should coordinate regularly so that they can prepare children for the transition from preschool to primary.
- Visits of preschool children to class I and II may be organised so that they get familiarized with physical surrounding and get accustomed to environment without fear.
- Class I teacher should go through the portfolios of preschool children which will help them to understand their children better.
- Changes in the new class and new experiences must be gradual rather than sudden.

To conclude all children need to develop holistically, they must be in a safe, secure and stimulating environment and all this can be achieved only if there is a complete understanding, support and cooperation among all those who are concerned with the education of young children.