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PRE-SCHOOL TEACHER TRAINING

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Intermediate Vocational Course

Paper I : Early Childhood Care And Education

**Paper II : Organization and Management
of Pre-School**

Paper III : Parent Education – Nutrition and Health



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PRE-SCHOOL TEACHER TRAINING
Paper – I
EARLY CHILDHOOD CARE AND EDUCATION

INDEX

| | | |
|---------------|--|-----------|
| Unit-1 | Early Childhood Care and Educaiton | 1 |
| Unit-2 | Development during early childhood Period | 12 |
| Unit-3 | Concept Development | 33 |
| Unit-4 | Creative Talents | 41 |
| Unit-5 | Importance of preschool education | 46 |
| Unit-6 | Disciplining Children | 50 |

Early childhood care and education

Structure

- Introduction
- Meaning and concept of early childhood education-main features, strategy of implementation
- Significance of preschool years
- Characteristic of preschool children-developmental needs and developmental tasks, interest in self-identity, surroundings and culture

Learning objectives

After studying this unit, you will be able to know

- The importance of preschool years
- The characteristics of preschool children
- The developmental needs of preschool children
- The developmental tasks of preschool period
- The interests of preschool children



Introduction

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 behavior 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 Aganwadi, Balwadi, nursery, preparatory, pre-primary, lower kindergarten (LKG), upper kindergarten (UKG) etc. 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 the following:

- 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

Characteristics of Preschool Children

- At the preschool stage children are curious and enchanted about the world-Its colors, shapes, sounds, sizes and forms.
- 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 colors, long and short, less and more and so on.
- His 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

Significance of preschool years

Pre-school period is one of the most sensitive periods of life and this is the age when the individual starts to experience his independence. Supporting physical and cerebral development contributes much to the development of pre-school children. Child starts to socialize in this age. His environment and the received stimulus play a crucial role in physical, mental, social and cognitive development and growth of the child. Pre-school period is one of the most sensitive periods in which children acquire skills that effect their adulthood. In pre-school period, families should treat their children as children want them to and they should be consistent and employ a positive language

Types of needs

Needs are of many types they can be broadly classified into the following three categories

- Biological
- Psycho-social
- Egoistic

A. Biological Needs:

Biological needs include:

1. Visceral needs such as food, water, oxygen, sleep, rest, clothing, and shelter.
2. Safety needs such as suitable temperature protection from danger and external threats.
3. Sex urges which are basic to the perpetuation of the species and important to individual fulfillment.
4. Sensory motor needs which are sensory and motor activities essential for the body to develop and function properly.

B Psycho-social Needs:

The psycho-social needs include the following:

1. Need for love and affection.
2. Need for approval.
3. Need for nurturance.
4. Need for affiliation sense of belonging.
5. Need for orientation.
6. Need for the feeling of adequacy.
7. Spiritual needs.

1. Need for love affection:

All human beings need love and affection throughout the life span although the ways of satisfying these needs are different at successive stages whatever its source love is universal and powerful in childhood behaviour.

2. Need for approval: The desire to gain and hold the esteem of one's fellow friend and family, to be praised looked up to or reward in some way constitutes a powerful social need.

3. Need for nurturance

A group of actions have as their goal the sheltering comforting, protecting and assisting of persons who are weak or in need

4. Need for affiliation

One common goal for which individuals strive is association with other people they possess the gregarious instinct.

5. Need for orientation:

The need for orientation about the world of person and objects in basic human urge in the socialization.

6. Need for the feeling of adequacy:

The need for feeling adequate appears very rarely in life unfortunately many parents and adults frustrate this need by trying to do everything for their child or by under estimating the child's ability when he is eager and ready to do things for himself.

7. Spiritual needs:

Spiritual needs are related to the child's perceptual part of personality.

Egoistic needs:

A large part of human behaviour is directed towards needs and goals in which other human beings do not play an important role.

Definition of Developmental tasks:

“Havighurst” has defined developmental task as a task which arises at or about certain period in the life of an individual's successful achievement which leads to his happiness and success with later task's while failure leads to unhappiness in the individual disapproval by society and difficulty with later tasks.

Havighurst's developmental tasks for childhood

- Birth to 6 years
- Learning to walk
- Learning to take solid foods
- Learning to talk learning to control the elimination of body wastes
- Learning sex differences and sexual modesty
- Achieving physiological stability
- Forming simple concepts of social and physical reality
- Learning to relate oneself emotionally to parent's siblings and other people.
- Learning to distinguish right and wrong and developing a conscience.

Pre-School (3-6 years old)

Developmental Milestones

Physical

- Is able to dress and undress self
- Has refined coordination and is learning many new skills
- Is very active and likes to do things like climb, hop, skip and do Stunt's.

Emotional/Social

- Develops capacity to share and take turns.
- Plays cooperatively with peers.
- Develops some independence and self-reliance.
- Develops ethnic and gender identities.
- Learns to distinguish between reality and fantasy.
- Learns to make connections and distinctions between feelings, thoughts and actions.

Intellectual/Cognitive

- Pre-school-aged children's ability to understand language usually develops ahead of their speech

- By age 6, their vocabulary will be increased to between 8,000 and 14,000 words (but it is important to remember that children in this age group often repeat words without fully understanding their meaning)
- They learn the use of most prepositions (up/down, ahead/behind, beside) and some basic possessive pronouns (mine, his, ours), and have started to master adjectives
- Pre-school children continue to be egocentric and concrete in their thinking.
 - They couldn't see things from another's perspective, and they reason based on specifics that they can visualize and that have importance to them (i.e. "Mom and Dad" instead of "family").
- When questioned, they generally express who, what, where, and sometimes how, but not when or how many. They are also able to provide a fair amount of detail about a situation.

Strategies of implementation early childhood education

1. **Integrated technology:** today youngsters were born in the age of the internet. Many are more technologically savvy than the adults assigned the task to teach them. To connect with these kids, teachers must learn to speak their language and become convercant with the technology that comes so naturally to the young. Integrated means tapping to students interests and strengthening their technical skills.
2. **Co-operative learning structure:** teacher centered instructions has had its day. Effective teachers are increasingly using a student centered approach. Cooperative learning sparks engagement in classrooms by encouraging interaction among the student themselves.
3. **Differentiated instruction:** there are three main learning styles visual, auditory and kinesthetic. Cognitive learning styles of children describes the characteristics of these learner as well as

type of activities in which they best thrive, with the caveat that it is only learning styles being described, to be distinguished from cognitive styles.

4. **Goal setting:** involving children in the goal setting process in an excellent way to encourage them to take ownership of their learning. In the early stages goal setting needs to be done in a very clear and simplistic way for ex: frequent two way conversations with children about their progress in specific areas.
5. **Cross curriculum teaching:** in contrast to the traditional teaching of subjects in isolation, teaching multiple subjects simultaneously can help students go much deeper in learning concept and skills.
6. **Assessment for learning:** assessment for learning, or formative assessment, is a data gathering process used by teacher to help them customize instructions to match student's needs.

Interest in self-identity, surroundings and culture

- Forming identity in early childhood is complex concept which changes along with child's experiences, activities, relations with others, responsibilities and obligations (Brooker and Woodhead, 2008, p.1).
- Before school starts most of the children have already formed picture about where they are, what's their role at home, in preschool institutions, neighborhood and according to way we treat them they build sense of who they are.
- During the study of identity we must take into consideration the significance of milieu, the way in which it's presented.
- Authors point out more types of identity: social, cultural, personal, ethnic, racial, sexual, while in the case of children, especially adolescents we can also point out concept of coeval (group)

identity, and so. Human can adjust in several types of identity, mostly belong various identities in different life periods.

- Socialization process is very essential for any kind of understanding a child which is conditioned by numerous factors.
- Child is not constancy, universal product which functions as protected sole, but social being. Identity development starts from experiences, that children seek for new ideas of self and others, modify the present, while confronting with his/hers social and physical society
- In order to set identity it's necessary to feel ourselves as independent person.
- At the beginning (by birth), this self-sense is made through connection with one person, mainly the mother, so that later it would involve more people (Research Digest – Standard 14 Identity and Belonging, 2007). In order to understand the progress of child's identity through childhood, personal engagement and child's activity in cultural life, we must recognize identity and personality even in infants (Rogoff, toward Brooker and Wood head, 2008, p.4).
- Important part of childhood is developing the sense of self or personal identity. Developing personal identity is dynamic process which is seen through various activities and relationships in everyday life at home, in community, and in kindergarten. We can describe identity as constructing, building and reconstructing of a child through his/hers reactions with parents, teachers, peers and others (Brooker, 2008, p.6).

Cultural identity is a nebulous and elusive concept, difficulty to grasp but with an all pervading influence. We all have a culture, but we don't always recognize it. Children are our future; it is our responsibility to ensure they grow up confident and purposeful, secure in the knowledge of themselves within their culture.

Culture and religion are deeply intertwined for many people, and they cannot easily be separated. The way they live is not different from what they believe. The child is surrounded by culture, and cultural experiences, from birth. These experiences become internalized and as growth and development take place, a multi-faceted identity emerges. Young children absorb what they see, 2 hear, taste, smell, and feel all the time; the task of this research is to identify the components of the environment of early years“ settings that have particular impact on the formation of that process.

Summary

The quality of our children depends largely on how they are guided during their formative years. The importance of proper education and training from the earliest years of childhood cannot be over emphasized but parents can fulfill this responsibility.

A network of preschool institutions is necessary where the young child is given all-round training-physical, intellectual, aesthetic and moral, in cooperation with the parents.

Short answer type questions

1. What are other names given for preschool period?
2. Define developmental task?
3. Mention any four developmental tasks of preschool children?
4. Mention the interest of preschool children?

Long answer type questions

1. Explain the characteristics of preschool children?
2. Write briefly about the developmental needs of preschool children?
3. Explain the interest of preschool children?



Development during early childhood period

Structure

- Introduction
- Physical development
- Motor development
- Emotional development
- Social development
- Cognitive development
- Speech development

Learning objectives:

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

- The patterns and factors influencing physical development in early childhood period.
- The patterns and factors influencing motor development in early childhood period.
- The patterns and factors influencing emotional development in early childhood period.
- The process of socialization the agents of socialization and techniques of socialization and also the factors influencing in early childhood period
- The cognitive skills in early childhood period patterns and factors influencing cognitive in this period
- Tasks involved in speech development-The language skills, speech disorders and also the factors influencing speech development in preschool period.

Introduction:

Of the main areas of development physical and motor, social, cognitive, emotional language curiosity etc.

Physical and motor development is the most important because other development very much depend upon it therefore, physical and motor development has been considered an important period in the life of an individual. Good physical and motor development of a child influence curiosity, creativity, language, social and emotional developments. Abnormal physical development tends to development a feeling of inferiority complex among child.

**Physical development:**

Physical development has been considered the change in height and weight according to age. It also includes the growth in nervous system the change in body proportion, bone growth and muscular development of a child.

The growth rate gradually declines throughout preschool period weight gain is so also less during preschool or compared to rapid gain during infancy.

Body proportions:

Baby look disappears body proportions widen in relation to its length, arms, legs and feet grow bigger in size. Boys have slightly bigger feet than girls.

Body built:

These are three types of body built .The endomorphic build which tends to be round and fat, the mesomorphic build which tends to be heavy hard and rectangular and the ectomorphic build which tends to be long and slender.

Development of teeth:

First the baby teeth begin to harder calcify during fifth month of prenatal life. Calcification is completed about 3yrs the appearance of first teeth at six months of age is an exciting event at about 3yrs the loss of the milk teeth and second pairs should appear by this time the child has his full set of twenty teeth .

Height:

The baby at birth measures between 19 and 20 inches. At one 28.30 inches, at two year he is 32.34 inches tall and by five years weight should be doubled.

Weight :

An average baby may weigh between 6-8 pounds by the end of first month babies regain the weight lost after birth, At four months he should have doubled his birth weight at five year it should be approximately five times his birth.

Muscular development:

Muscle fibres are present in the child's body even before birth. The muscles contribute one fourth to third of the body weight during these years. These years the preschool child's muscular system is composed of 72% of water and 28% of solids.

Factors influencing physical development:**1. Heredity:**

The physical development of children depends up on their parent's physique and genes. If the parents are weak generally children are also weak.

2. Nutrition:

The physical growth and development of children has direct positive association with nutrition. Children with good nutrition develop adequate physique rather than children with mal nutrition. A poor diet may impede the child from achieving maximum potential height.

3. Parenting practices:

Children of parents with authoritative parenting style give motivation and encouragement and can provide adequate opportunities to their children to participate and encouragement and can provide adequate opportunities to their children to participate and explore things which are necessary for child's development.

4. Health:

Children will health problems like asthma have inflammation in bronchial tubes which causes difficulty in breathing.

5. Environment:

Fresh air and sunlight gives good development in the children who are exposed to lead may become more hyper active, impulsive and more frustrated or withdrawn

6. Social class: Children from low class tend to be smaller than children from middle and upper classes.

7. Sleep and rest:

For proper physical development sleep and rest is compulsory.

8. Emotional neglect:

Children from more stressful family environment such as depressed care giver a divorced parent family economic hardship tend to suffer from neglect

9. Intelligence:

Children with high I.Q levels will be taller than average children.

10. Physical exercises:

The children have to play and to do exercise by moving their hands and legs so that the child can have physical exercise.



Motor development:

The movement of the body parts depends on the muscles, bones and nervous system together. Motor means movements of the body such as legs, hands torso things shires wrist fingers etc.

Gross motor functioning

It refers to the large muscles, Grouping of the arms, legs, torso shines etc it controls over the movements of the large muscles the proper coordination in large muscles helps the children in sports , dancing gymnastics etc.

During the preschool years a child refines jumping, running and hopping motor skills. He improves a balance and coordination so that he can walk and balance jumping down from a step. Walk down stairs using alternative feet and hop from foot to foot. By age five most normal children can dance to music climb ladders and trees and walk backward and are learning to jump rope and even to roller skate. At this stage a child who crawls upstairs is unstable to descend again because more balance and coordination of the body are required to creep down.

It refers to the small muscle group of the hands, eyes, fingers etc it controls over the movements of the finer muscles.

Fine motor coordination helps children in writing creative art in their later life Kaul (1991).

In fine motor skills the child can draw a simple house print the capital initials of her name, copy a circle, sequence and cross dress and undress herself lace her shoes do her own buttons and cut with a knife. In fine motor coordination nearly four years old refines the eye hand coordination skills such as ball throwing buttoning drawing and do so he is not ready to catch a ball or tie her shoes with success the five years old can draw a simple house ,print the capital initials of her name copy a circle and square.

Factors influencing motor development

Handedness preference for use of a particular and frequently doing any activities is called handedness up to three years children use both the hands with ease and do not show any preferences ,hence they are ambidextrous handedness is influenced more by genetics than environment stable preferences emerge for most children around three to four years of age.

1. Nutrition:

Children with good nutrition develop adequate skill then children with mal – nutrition.

2. Parenting practices :

Parents with authoritative style give motivation and encouragement and can provide adequate opportunities to their children to participate and explore things which are necessary for children's development

3. Environment:

Children who are exposed to many opportunities and toys will be able to perform better motor abilities than less experienced children

4. Injuries or accidents

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

5. Health

The good health also effects the motor development. Healthy children will acquire skill more rapidly than un health children.

6. Socio- economic status:

The children from upper class will perform more motor abilities than lower class because they can afford to buy the equipment toys etc.

**Emotional Development**

The emotion may be defined as pleasant or unpleasant feelings or impulse towards some kind of action or stirred up state of the organism

There two types of emotions:

1. Pleasant/ positive
2. Unpleasant/negative

Curiosity: children are interested in everything in their environments including themselves. They are curious about their bodies, about people, familiar objects. They express by tensed face muscles, opening their mouth, stretching out the tongue and wrinkling

forehead. The questioning age begins around the age of 3 and reaches its peak when the child enters first grade.

Joy, pleasure, delight- joy is a pleasant emotion, in its milder forms, it is known as pleasure, delight or happiness. For preschoolers pleasure comes from activities in which they are involved

Joyful emotions are accompanied by smiling or laughing and a general relaxation of the entire body.

They jump up and down, roll on the floor, crow with glee, clap their hands, hug the person, animal or object that has given rise to their joy.

Affection- is directed towards a person, animal or a thing. In young children they hug, pat and stroke.

Anger- preschool children are angered when their toys or other objects do not work, make mistakes or something they do not want to do at that moment.

Anger response- hitting, biting, spitting, kicking, punching, poking or pulling. By around 4 years language is added as angry response.

Jealousy- when there is actual, supported or threatened loss of affection. They may attack a person, show a feeling of insecurity and uncertainty.

Preschool children emotions are immature, brief, weak, transitory and intense. Young children emotions can be detected easily. Children emotions are very quick and full of courage. They are weak but as they grow older these emotions become stronger.

Factors influencing emotional development:

- Poor health.
- Longer illness.
- Asthma make children irritable, upset and unsocial.
- Malfunctioning of thyroid gland leads to emotional tension.
- Child's poor health
- Malnutrition]
- Anxiety, parents attitude towards children upset a child

- Society in which the child grows older plays an important role in his emotional experiences
- home environment where there is constant tension, quarrelling
- School if has authoritarian environment also causes fear.

Social development: social development means acquisition of the ability to behave in accordance with social expectations.

The three processes involved in socialization are:

1. Proper performance behavior or learning to behave in socially approved ways.
2. Playing of approved social roles.
3. Development of social attitudes.

Socialized people are those whose behavior reflects success in three processes of socialization.

Socialization: it is the life long process by which individuals develop attitudes values, beliefs, knowledge awareness of social expectations and appropriate role behavior

Sometimes socialization is almost automatic, and sometimes it takes a great deal of effort.

Socialization processes are learnt by different ways.

- a) Direct reward of punishment.
- b) Modeling.
- c) Identification.
- d) Social cognition.
- e) Self-discovery.
- f) Through play.

Preschool years are important years for social development in young children. The most important forms of social skills necessary for successful adjustment appear to begin to develop at this stage. Social

skills gained by the children during preschool years are important in determining what sort of adult they will become. Pleasant experiences develop good social behaviours like curiosity, sympathy, cooperation, sharing etc. Unpleasant experiences develop unsocial behaviour like negativism, aggression, quarrelling, teasing, prejudice, generosity

Techniques of socialization:

1. **Rewards and punishment:** usually reward reinforces positive behavior pattern. The effects of punishments are damaging. It may lead to passive and withdrawal behavior among children. It is advisable to combine punishment with rewards to have desirable outcome in child's behavior.
2. **Modeling and imitation:** imitation occurs when the child matches his behavior with other persons in a similar situation. The other person becomes a model for the child. Modeling facilitates the acquisition of desirable behavior patterns. Effective models should have power to control others and nurturance males, girls imitate females. Child tends to identify with person who has similar qualities as themselves.
3. **Identification:** it is the process through which an individual adopts the attitudes, beliefs, values and characteristics of the persons. The child generally seeks to model who is more powerful, respected, loved and similar to self.
4. **Social cognition:** it is application of thought to personal and social behavior.
5. **Self-discovery:** the child develops his own identity and matches his behavior to his thought.

Social development at early childhood:

From 2 to 6 years of age. The child learns how to make social contacts and gets along with people outside the home especially children of his own age.

Reaction with adults: with each succeeding years the young child spends less time with adults and derives less pleasure from being with them. At the same time his interest in play mates of his own age mounts and his enjoyment from being with them increases with this growing desire to be independent of adults he becomes resistant to adult authority. In spite of their desire for independence young children still try to gain attention and approval from adults. This suggests that adults influences was still strong but warning. There also an evidence that among preschoolers, outside adults often have more influence on their behavior than parents.

Relations with other children: before the age of two years. Young children engage in solitary or parallel play.

But from the age of three or four, children begins to play together in groups, to talk to one another while play and to select from the children present those with whom they prefer to play.

A study of children in preschool has revealed that as children advance in age. There is an increase in friendly approaches to other children and decreases in hostile interactions.

Common forms of social behavior:

Some of the forms of social behavior developed in early childhood are based on the foundations laid in babyhood

1. Negativism
2. Aggression
3. Quarreling
4. Teasing and bullying
5. Rivalry
6. Co-operation
7. Ascendant behavior
8. Generosity
9. Desire for social approval
10. Sympathy

11. Dependency

12. Friendliness

Factors influencing social development:

1. **Family:** relationship with family members, parents, siblings and grandparents affect children attitudes towards outsider and ordinal position of the child.
2. **The size of the family:** in which children grow up not only affect their social experiences but also leaves its mark on their social development.
3. **Parental education:** these motivate children to put forth effort to learn to behave in a socially acceptable way.
4. **Child rearing practices:** in the early years of life, the most important influences on children social development social behavior and attitudes is likely to be the child training method used by their parents.
5. **Peer group:** this has strong influence on child's social attitudes
6. **Teacher in pre-school:** also has good effect on their social development



Cognitive Development

Cognition refers to the mental activities involved in the acquisition, processing, organization and use of knowledge. Mental development refers to overall functioning of mind. Cognitive development includes thinking, memory, and perception. Imagination refers to qualitative and quantitative changes in thinking organizing perceiving reasoning and problem solving.

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

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

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

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

According to Piaget, knowledge is divided into 3 types

Types of knowledge

1. **Physical knowledge**- what children learn through external sensory experiences.
2. **Logical knowledge**- it derives from co-coordinating physical actions into some kind of order and logic
3. **Social knowledge**- it comes from our culture.
Eg: observing leaves, leaves move due to wind, the rules of a moving game, the right, vocabulary, the moral code.

Cognitive activity consists of active processes in perception, memory, identification, reason and evaluation. The major cognitive development. The imaginative activity of children under three years of age involves

- a) Personification, such as talking to inanimate objects.
- b) Make- believe use of material like riding a stick, moving stick
- c) Participation in make- believe situations like taking a meal with toy vessels, taking a bath etc.

A child of three or four who has developed a firm sense of autonomy tries to explore the world through his sense, imagination and through thinking and reasoning. Around 4 years, some children may even have imaginary companions with whom they play, around five years children are given to lying.

Cognitive skills in early childhood

- 1. skills of enquiry
- 2. Knowledge of physical worlds
- 3. Classification
- 4. Serration
- 5. Number concepts
- 6. Social relations
- 7. Time concept

Factors influencing cognitive development

- 1. **Socio economic status:** the higher socio economic status family gives more opportunity to child to expose him through different activities and this help to develop better intelligence than the children who do not get enough opportunity
- 2. **Nutrition:** malnutrition may retard mental development. Poor nutrition negatively impacts the neurological situations
- 3. **Age:** as the age increase, the intellectual ability of a person increases and reaches peak in the middle age.

4. **Sex:** research indicates that boys tend to be more intelligent in mathematics and problem solving and girls more intelligent in grammatically correct verbal skills
5. **Environment:** it gives opportunity to develop his creativity, mental ability, the intelligence of the child is stimulated in a positive way.
6. **Heredity:** cognitive development largely depends on heredity if there is evidence of mental retardation in the family. Then probably a child could be slow learner and if the parent with high I.Q, the child may have I.Q
7. **Emotional development:** intellectual functioning is closely related to emotional functioning. It is related to temperament in the sense an active child who is curious and is likely to be initiative does well on I.Q scores

Speech Development

Speech is a form of language in which articulate sounds or words are used to convey meaning. Learning to speak is a long and complicated process. The pattern of learning to speak is much the same for all children.

Learning to speak involves three separate and yet inter related processes- learning to pronounce words, building vocabulary and forming sentences.

Pronunciation:

The first task in learning to speak is learning to pronounce words. It is learned by imitation. They pick up the pronunciation of words from the people with whom they associate. They differ in correctness of their pronunciation and their accent depending on the development of vocal mechanism and guidance they receive. In combining sounds into meaningful words.

Vocabulary building:

Children must learn to associate meanings with sounds. Children learn the meaning of those words for which they have the greatest need until their vocabularies are adequate to meet their needs, they use substitutes such as gestures. They also learn two types of vocabularies. General vocabularies include nouns, verbs, adverb, adjectives prepositions and pronouns. Special vocabularies include color, number, time and money vocabulary. The average first grader knows about 20,000 and 24,000 words Sentence formation: learning to speak by combining words into sentences that are grammatically correct and can be understood by others.

At first children use one- word sentence a noun or verb which, when combined with a gesture for example: “give me the toy.” Children use single word sentences from approximately 12 to 18 months of age . Two year olds combine words into short, often incomplete sentences containing one or two nouns, a verb, and occasionally an adjective or adverb. They simply omit prepositions, pronoun and conjunctions. Typical sentences are “hold doll”, “go to bed”, “bye-bye” and “want to drink”.

Common speech disorder of childhood:

Lisping: lisping consists of letter-sound substitution. The most common substitution areth for s or z, as in “thimplethimon” and w for r as in wed wose. Lisping is usually caused by deformation of the jaw, teeth, or lips and a tendency to cling to infantile speech.

Slurring: slurring is indistinct speech due to inactivity of the lips, tongue, or jaw. It is sometimes caused by paralysis of the vocal organ or lack of development of the musculature of the tongue.

Stuttering: stuttering is hesitant, repetitious speech accompanied by spasms of the muscles of the throat and diaphragm. It comes from a

breathing disturbance due to partial or total in coordination of the speech muscles.

Cluttering: cluttering is rapid and confused speech which is often mistaken for stuttering. It usually occurs in children whose motor control and speech development are delayed.

Factors influencing speech development

Health: healthy children learn to talk sooner than those who are unhealthy because they have a stronger motivation to be members of a social group and to communicate with the members of the group

Intelligence: children with high iqs learn to talk sooner and show a marked linguistic superiority over those of lower intellectual levels.

Sex: Boys, as a group, lag behind girls, as a group, in learning to talk. At every age boys sentences are shorter and less grammatically correct, their vocabularies are smaller and their pronunciation is less accurate than girls

Desire to communicate: the stronger the desire to communicate with others, the stronger will be the child's motivation to learn to talk.

Stimulation: the more children are stimulated to talk, by being talked to and being encouraged to respond, the earlier they will learn to talk and the better the quality of their space

Size and family: an only child or a child from a small family usually speaks earlier and better than children from large families

Ordinal position: age for age, the speech of firstborns is superior to that of later- born in the same family.

Child training methods: authoritarian child training, which emphasizes that children should be seen but not heard, is an obstacle

to learning while permissive and democratic child training encourages learning

Multiple births: children of multiple births are generally delayed in their speech development because they associate mainly with one another and learn to understand their own jargons.

Contacts with peers; the more contacts children have with peers and the more anxious they are to be accepted as members of the peer group, the stronger will be their motivation to learn to talk

Personality: well- adjusted children tend to speak better, both qualitatively and quantitatively, than those who are poorly adjusted.

Language skills in early childhood

They are two types

- 1. Receptive skills**
- 2. Expressive skills**

1. Receptive skills: it is what children acquire when they learn to listen and understand e.g: conversation, ways of talking, expressive language, ways of asking questions.

2. Expression skills: it includes words, grammar elaboration.

Summary

Healthy mind in healthy body is a very old but important slogan. Researches show that physical development and cognitive development go together. The child with high intelligence has tend to have proper physical development at the preschool stage child learns motor skills very quickly society is responsible for social and emotional development in young children as they provide pleasant and unpleasant emotions which helps the children to adjust to society. The best way for language development in children through nursery school.

Short answer type question

1. Write about pattern of physical development?
2. Explain the factors which influence physical development in early childhood period?
3. Mention the gross motor skills?
4. Mention the fine motor skills?
5. Write briefly about handedness?
6. Mention the positive emotions of early childhood age/ pre-school child?
7. Mention the negative emotions of pre-school child?
8. Mention social forms?
9. Mention the agents of socialization?
10. What is socialization
11. Mention the techniques of socialization?
12. What is cognitive development?
13. Mention the cognitive skills of early childhood period?
14. Mention the tasks involved in learning speech skills?
15. What is vocabulary building?
16. Mention the speech disorder?
17. Mention the language skills?
18. Mention the factors involved in speech development?

Long answer type questions

1. Write about the pattern of motor development in early childhood period?
2. Explain the factors which influence motor development in children?
3. Write about the positive emotions of early childhood age?
4. Write about the negative emotions of early childhood age?
5. Explain the factors which influence emotional development in early childhood period?
6. Write about the pattern of socialization in early childhood period?

7. Explain the factors influencing social development in children?
8. Write about the cognitive development in early childhood period?
9. Explain the factors which influence cognitive development in children?
10. Explain the speech development in early childhood period?
11. Write about the speech disorder?
12. Write in detail about the factors involved in speech development?



CONCEPT DEVELOPMENT

Structure:

- Introduction
- Development of understanding
- Learning of various concepts

Learning objectives:

After studying this chapter the student will be able to know

- The meaning and importance of concepts.
- The learning of various concept size, shape, color, weight, time, number and social concepts.

Introduction:

Understanding is the ability to achieve or grasp the nature, significance or explanation of something and to have a clear or complete idea of it. In short it means the ability to comprehend. Understanding is achieved by applying previously acquired knowledge to new experiences and situations.

As a result of maturation and learning children gradually begin to understand what they see hear, smell, taste and feel. The environment then begins to be meaningful to them and they begin to understand why they feel as they do.

Development of understanding:

Understanding begins when children develop the ability to discriminate. Understanding increases as the child's ability to perceive the relationship between new and old situations increases. The more readily a child can associate new meaning with old experience.

Concept may relate to object, to people, to qualities such as good and dishonest or to relationships such as above and when they may be

definite (“one –half teaspoon of salt”)or indefinite (a “generous helping of salt”). Concepts are not always verbalized. For example A child mayhave a clear and accurate concept of what “generosity “means but not know the word that describes this quality.

Early concepts relate to common experiences in daily life.

Some concepts help the child to develop other concepts.

Concept development is a long and difficult process, because of the limited knowledge and experience that children have. They cannot perceive an object or situation in the same way that an adult can, even though their sense organs are equally mature.

Learning of various concepts:

The most common and important concepts developed in early childhood are the following

1. Size concept
2. Shape concept
3. Color concept
4. Season concept
5. Human body concept
6. Weight concept
7. Number concept
8. Time concept
9. Social concept

1. Size concept:

The size concept refers to a child’s ability to discriminate between different sizes including big and small, full and empty, long and short, little or one and a lot or more, far and close as well as thick and thin.

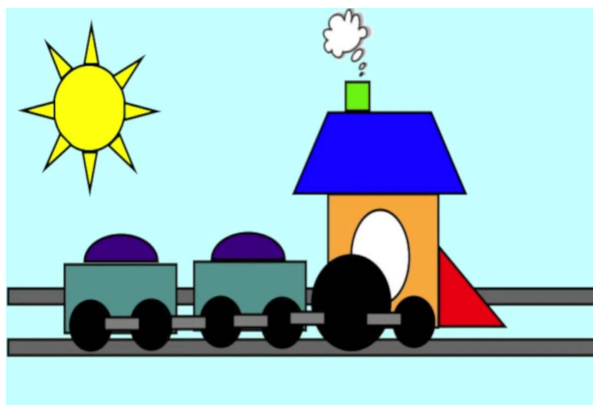
Child learns to distinguish different sizes by using their own body as thirreference ex: shorter than tree in your garden and bigger than they baby brother. Children distinguish between different sizes on a three

dimensional level. Ex: red crayon is longer than green crayon and blue block than yellow block.



2. Shape concept:

Most preschool children begin to learn the names of basic two dimensional shapes circle, square, triangle, and rectangle. Some children can even learn to recognize and name more complex shapes (rhombus, trapezoid, hexagon) and three dimensional shapes (cube, sphere and pyramid).



3. Color concept:

Children usually learn about color during preschool years. The ability to identify the color is a milestone in a child's cognitive process. Children are attracted to bright colors that is why most toys and activities for children are brightly colored during preschool years have a natural affinity to understand their world around them.

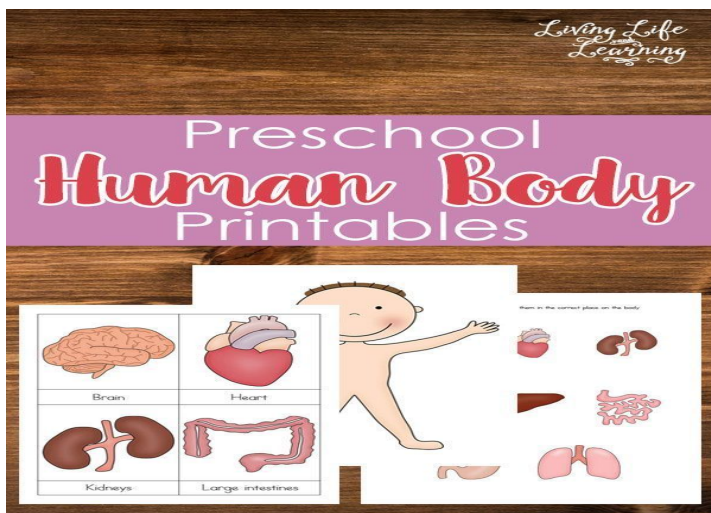


4. Season concept:

Learning about the season helps the children understand the passage of time and teaches about change. As kids grow and explore they are sure to become curious about weather and to notice melting snow, warming air and other signs changing of season.

5. Human body concept:

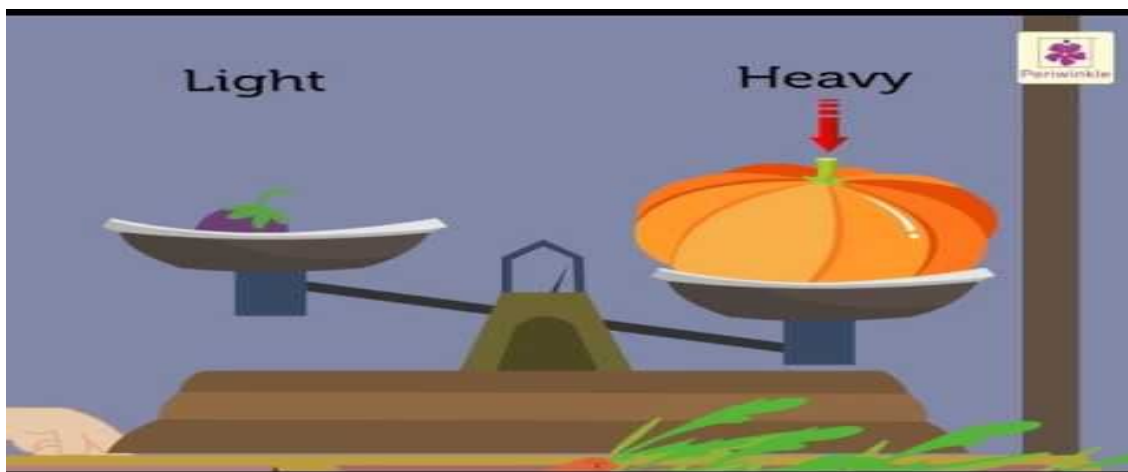
Preschool is a time when children learn more about their body and what it can do. It's a time when they are physically discovering a lot of different abilities including climbing, hopping, skipping. It is also time to feel about various sensations related to their body and discriminating between them. It is also a time when they start experiencing illness and injuries, fever, sore throats and colds. As these make them think about their body parts and body system.



6. Weight of Concept:

Judgments of weight depend up on judgments of size and up on knowledge of the weight of different materials .Young children judge mainly by size. That is why when they pick up objects, they do not make the necessary muscular adjustments to handle them without breakage. A small toy or object, for instance may slip through the fingers and break because the child did not expect it to be as heavy as it is.

Gradually children learn from experience that certain things are “heavy” while others are “light” Of even greater importance they learn that they must take into consideration what the object is made of as well as its size. In this period, children learn that if they want to discover just what the weight of an object is they must pick it up, hold it with fingers or place it in the palm of the hand and then move the hand up and down in this manner a 5-year old child can tell the difference between 3- and a 15-gram weight when they are of same size with this practice a child can tell the difference when weights vary only 3 or 4 grams (89).



6. Number Concept:

Words relating to numbers are used soon after the child starts to speak. This early use of number words however is merely a form of

Parrot speech. What a number really means to a child and when the child can use it in a meaningful way are difficult to determine. Young children who go to nursery school or kindergarten generally learn the meaning of numbers sooner than those who do not go. Young children's concept of numbers above 10 are generally vague and confused. For example they often think of 100 and 1000 as similar. The development of number concepts appears to be a function of age and of educational development. According to Terman and Merrill found that the average child of 4 can count two out of a number of objects the average child of 5 can count four and the average child of 6 can count twelve.



7. Time Concept

The ability to tell at what time a thing happens in terms of another activity appears before the ability to give an actual clock time. Children know morning or afternoon at 4 years, what day it is at 5 years. The names of the days of the week at 5 and what time it is at 7. At 7 they also know what month it is and what season. At 8 they know what year and what day of the month it is and can name the month correctly.

By the time they are 5 years old, children can tell what time they go to bed. By 6, when they have supper, when they get up, when they go to school, and when afternoon begins. Most children can tell their ages

when they are 3 years they can tell when their next birthday will be. At 4 and how old they will be on the next birthday.

8. Social concept:

During early childhood children start to develop a self concept the attributes and abilities, attitudes and values that they believe and define them. Young children include in their developing social concept not only an understanding of the feelings and emotions of others, as expressed in their overt behavior, but also an understanding of the underlying meaning of these emotions and feelings. Social concepts also include meanings related to social-class identification.

Summary

The development of understanding is what is known as concept. The child acquires this understanding capacity through malnutrition and learning. The child's first perceptions are achieved through sensory explorations.

As the age advances the child's new experiences lead to new meanings which create new associations with meanings. If the child learns more concepts the better he develop and become more accurate.

Usually the child learns the concept of size, shape, color, weight time, number and social concepts in this period.

Short answer type questions

1. What is meant by concept?
2. Mention the different concepts developed during early childhood period?

Mention any two points on the importance of concepts in children?

3. Write briefly the shape concept?
4. Write briefly about the number concept?

Long answer type questions

1. Explain the importance of concept development in early childhood period?
2. Explain the different concepts developed during early childhood period?
3. Write short note on the following?
 - Time concept
 - Shape concept
4. Write short notes on human body and season?



Creative Talents

Structure

- Introduction
- Creative talents
- Definition of play
- Categories of play
- Stages of play
- Factors influencing play

Learning objectives

After studying this unit, the student will be able to know;

- Definition of play
- Creative talents
- Categories of play- both active and passive play stages of play- solitary parallel, associative and co-operative play.
- Factors influencing play in children.

Introduction

Every child is original and has his own natural expression and creativity. He must be set free to explore his creativity but shouldn't be embarrassed.

Montgomery (1965) wrote Any real creation is possible only when he is five

Andrews believed that preschoolers must be allowed to develop along the lines of their prevailing interests with encouragements for every creative act, whether or not it confirms to adult standards.

Meaning of creativity:

- ❖ Creativity is something that is new and different.
- ❖ It is something new and original by chance.
- ❖ It is always new and different from what already existed and therefore is unique.

Creativity is the capacity of persons to produce compositions, products or ideas of any sort which are essentially new or novel, previously unknown to the producers

Creative talents:

1. **Animism:** is the tendency to ascribe consciousness to inanimate objects. This thinking begins at 2 years and reaches peak between 4 and years.
2. **Dramatic play:** is also known as make believe play which parallels animistic thinking. They are the product of imagination and bear little resemblance to real life people or situations.
3. **Constructive play:** early constructive play is reproductive. They copy what they have seen in everyday life. In constructive play they make things from mud, sand, blocks, clay, paint and paper and paste, modeling, puzzles and collages
4. **Imaginary companions:** is a person, an animal or a thing which the child creates in fantasy to play the role of companion. When the child wants a friend, the imaginary companion will serve as a real friend.
5. **Day dreaming:** like all play, day dreaming is an activity which is engaged in for the pleasure it provides. It is a form of mental play and is usually called fantasy. In a day dream children are more heroic, faithful and more remote from daily life.
6. **White lies:** common expression of creativity among young children is telling of white lies often referred to as tall tales. A white lie is a falsehood told by a person who actually believes it is true.
7. **Humor production:** the ability to perceive the comic and the ability to produce it.
8. **Story telling:** some children entertain their peers or younger siblings by telling them stories. It is common among bright children than less bright children.

Definition of play:

Play is a natural activity. Play is the manifestation of creative urge. Play is a term so loosely used that its real significance is apt to be lost. In its strictest sense it means any activity engaged in for the enjoyment it gives without consideration of the end result. It is entered into voluntarily and is lacking in

external force or compulsion. Piaget has explained that play consists of responses repeated purely for functional pleasure.

According to Bettelheim-“Play activities are those having no rules other than those the players himself imposes and not intended to have end result in external reality.

Categories of play:

Active play:

In active play the enjoyment comes from what the individual does, whether it is running just for the fun of running or constructing something with paints or clay. Children engage in active play less as they approach adolescence and have more home and school responsibilities and a lower energy, owing to rapid growth and body changes.

Amusements:

In passive play or amusements the enjoyment is derived from the activities of others. Here the player expends a minimum of energy. The child who enjoys watching people or animals on television, who read comics, and who watch TV gets equal pleasure as that of people who play in playground, but expends less energy.

Stages of play:

There are 6 stages of play during early childhood

1. **Unoccupied play:** at this stage baby is just making a lot of movements with their arms, legs, hands, feet etc. They are learning about and discovering how their body moves
2. **Solitary play:** this is the stage when a child plays alone. They are not interested in playing with others quite yet.
3. **Spectators/onlooker behavior:** during this stage a child begins to watch others children playing but does not play with them.
4. **Parallel play:** when a child plays alongside or near others but does not play with them this stage is referred to as parallel play
5. **Associate play:** when a child starts to interact with others during play, but there is not a large amount of interaction at this stage. A child might be doing an activity related to the kids around him, but might not actually be interacting with another child

6. **Cooperative play:** when a child plays together with others and has interest in both the activity and other children involved in playing they are participating in cooperative play

Factors influencing play:

1. **Health:** the healthier children, the more surplus energy they have for active play, such as games and sports. Children who lack energy prefer amusements.
2. **Motor development:** As children's play at every age involves motor coordination, what children will do with their playtime will depend on their motor development. Good motor control enables children to engage in active play
3. **Intelligence:** at every age bright children are more active than the less bright, and their play shows greater ingenuity
4. **Sex:** boys play more strenuously than girls and prefer games and sports to all other kinds of play
5. **Environment:** children from poor environments play less than others owing to poorer health and less time, equipment, and space
6. **Socioeconomic status:** children of higher socioeconomic groups prefer activities that cost money, such as going to skating rinks and athletic contests, those from the lower groups engage in activities costing little money such as ballgames and swimming
7. **Amount of leisure time:** amount of play time depends primarily on the family's economic status
8. **Play equipment:** the play equipment children have influences their play. A predominance of dolls and stuffed animals
For example, encourages make believe play, a predominance of blocks, paints and clay encourages constructive play.

Summary

Play is such an accepted part of child life today that few people stop to consider the role it plays in the child's development. How important its contribution is Sutton Smith has explained in this ways. The child's play consists of the four basic modes by which we know the world imitation, exploration, testing and construction. Throughout the childhood years, play makes many contributions to children's personal and social adjustments

Short answer type questions

1. Define play?
2. Mention the categories of play?
3. What is parallel play?
4. Write briefly about the co-operative play?
5. Mention the types of equipment required for preschool children?

Long answer type questions

1. Write about the stages of play in children?
2. Explain the factors which influence play in children?
3. Explain creative talents in children?
4. Define creativity?
5. Mention the creative talents?



IMPORTANCE OF PRE SCHOOL EDUCATION

Structure

- Introduction
- Significance of pre-primary education
- Need for preschool education
- Aims and objectives of preschool education

Learning objectives

After studying this unit, the student will be able to know the following

- Importance of preschool education
- Need for preschool education
- Aims and objectives of preschool education

Introduction

Going to preschool is a small step for a giant exposure in a child's life.

This is the first exercise in which children are separated from the comfort and secure zone of their parents therefore it has to be a place which is a second home to the child a place which has enough material to attract and make the child feel this is the first place where the child builds his /her self –esteem. A child learns the importance of his own name, thing and friends every child learns to communicate with his teachers and fellow students in the preschool. It is the right place for the child's foundation for lifelong progress .The skills and knowledge that the child develops in the preschool have a great impact on the aptitude and attitude of the child later in life.

Researches on preschool education have shown that children taught at an early age usually have improved social skills fewer behavioral

problems and better grades without special and attention. Self confidence gained by learning in a playful manner adds to the personality development of the child.

The child's positive learning attitude the basic foundation in language comprehension and management, help the teacher facilitate the child's learning at kindergarten and higher levels of education.

Moreover childhood education specialists claim that young children learn best when they have an opportunity to interact with their peers and their parents and instructors treat them kindly. They bloom well in a tension free environment. Besides they compare and learn things better if they are introduced to new things in small portions.

Preschool education is the need of the time as most of the parents are working and do not have quality time to spend with their children most of the babies are left at home with grandparents or helpers who are not able to guide them the way they should be .

Thus preschool is not a place to look for mastery in academic curriculum instead it is a place where the children do all kinds of activities that are appealing to them and teaches them in a special way.

Preschool education helps in a child s emotional social and personal growth and development although a child learns how to talk while at home in preschool continuous interaction and exposure with children of same age group and teachers helps them to enhance their communication skills. This involves translation of mental images to languages so that thoughts and knowledge be transformed into information.

For every mother her child is the best in the world

Objectives of the preschool education:

Dr. Kothari commission (1996) recognized the merit of preschool education and its importance in the national system of education

Growth physical mental emotional and social is most in the early years

The commission has suggested certain objectives for preschool level in India.

1. To develop in the child a physique adequate muscular, coordination and basic motor skills.
2. To develop in the child good healthy habits and to build up basic skills necessary for personal adjustments such as dressing toilet habits, eating washing cleaning etc.
3. To develop social attitudes and manners to encourage healthy group participation areas etc.
4. To encourage aesthetic appreciation in the child.
5. To develop emotional maturity by guiding the child to express understand accept and control is emotion.
6. To stimulate in the child the beginning of intellectual curiosity concerning his immediate environment.
7. To encourage in the child independence and creativity by providing for self expression.
8. To develop in the child's ability to express his/ her thoughts and feeling in correct and clear speech.

Summary:

The early childhood age is known as preschool age. As the increase modernization and industrialization, there is a need to educate the children to meet the demands of the society. During the early childhood period the foundations for learning must be laid which must cover all the rural areas. Preschool education is nothing but training and education given to the child before entering the formal school to be accustomed.

The main aims and objectives are providing adequate nourishment facilities for training and exercises in personal cleanliness providing opportunities for emotional development to acquire skills and to develop good behaviour patterns.

Short Answer Type Questions:

1. Write any two points on the importance of preschool education?
2. Write any two objectives of preschool education?
3. Write any two sentences on the need for preschool education?

Long answer type questions:

1. Explain the need for preschool education?
2. Write about the aims and objectives of preschool education?



Disciplining Children

Structure

- Introduction
- Importance of discipline
- Methods of disciplining children

Learning Objectives:

After studying this unit the student will be able to know

- Definition of discipline
- Importance of discipline
- Methods of disciplining the child:
- Authoritarian, permissive and democratic disciplining methods

Introduction:

Discipline helps your child learn how to behave –as well as how not to behave it works best when you have a warm and loving relationship with your child.

Discipline doesn't always –or even often –mean punishment .In fact, discipline and discipline strategies are positive. They're built on talking and listening and they guide children towards.

Knowing what behaviour is appropriate whether it is at home a friend's house, child care, preschool or school.

Managing their own behaviour and developing important skills like the ability to get along well with others, now and as they get older.

Learning to understand manages and express their feelings.

Definition of discipline:

The popular concept of discipline is synonymous with “punishment”. According to this concept discipline is used only when the child violates the rules and regulations set down by parent’s teachers or adults in charge of the affairs of the community in which the child lives.

Discipline comes from the same word as “discipline”- one who learns from or voluntarily follows a leader. The parents and teacher are the leaders and the child is the discipline who learns from them the ways of life that lead to usefulness and happiness. Discipline is thus society way of teaching the child the moral behaviour approved by the group.

Importance of Discipline:

Discipline gives children a feeling of security by telling them what they may and may not do

By helping children to avoid frequent feelings of guilt and shame for misbehaviour –feelings that inevitably lead to unhappiness and poor adjustment- discipline enables children to live according to standards approved by the social group and thus to win social approval

Through discipline children learn to behave in a way that leads to praise that they interpret as indications of love and acceptance—essentials to successful adjustment and happiness.

Developmentally appropriate discipline serves as an ego- bolstering motivation which encourages children to accomplish what is required to them. Discipline helps children to develop a conscience the internalized voice that guides them in making their own decisions and controlling their own behaviour.

Methods of disciplining the child:

Because of the many conditions for the development of attitudes it is to be expected that there would be a variety of different parental attitudes not a uniform attitude.

Techniques which are used to inculcate discipline are of the three broad categories.

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

Authoritarian disciplinary technique:

As the name Implies training children to be have in a socially approved way was the responsibility of those in authority –parents ,teachers and others who acted as care takers of children.

With the swing away from the beliefs that “mother know best” and to “spare the rod will spoil the child” came the era of permissiveness in discipline. During this era a new technique of discipline was widely accepted .this has been labeled “permissive discipline”.

1. Strict rules and regulations to enforce the desired behavior characterize all kinds of authoritarian discipline.
2. Severe punishment for failure to come up to expected standards and little or no recognition praise or other signs of approval when the child meets the expected standards.
3. Reasonable restraints on the child’s behavior to rigid restraints that permit no freedom of action.
4. Control through external force in the form of punishment especially corporal punishment.
5. Children are deprived of opportunities to learn how to control their own behavior.

Effects of authoritarian techniques of children:

- Authoritarian discipline in the strictest form is more damaging to a child
- Child feels that the world is hostile and acts accordingly too much rebellion against too strict discipline may eventually lead to delinquency.
- Expressed in aggressiveness toward other children especially younger siblings and members of minority groups and a hypercritical
- Attitude towards all in authority
- Punishment and rejection give rise to fear promotes defensive reactions.
- Discipline leads to socialization of the child
- The child's personality is also unfavorably affected by overly strict discipline.
- Learn to be shy secretive and dishonest to avoid punishment when the defy authority.
- "Psychological punishment" such as with drawl of love, This kind of punishment is extremely harsh and if repeated too often can have a devastating influence on the child's personality.

Permissive disciplinary technique:

Permissive discipline is really little or no discipline .It does not usually guide the child into socially approved patterns of behavior and does not employ punishment .some parents and teachers mistaking permissiveness for laissez faire allow children to grope through situations too difficult for them to cope with alone with no guidance and control.

For many parents permissive discipline is a protest against the rigid and harsh discipline under which they were brought up.

Democratic disciplinary techniques:

Democratic methods of discipline employ explanation discussion and reasoning to help children understand why they are expected to behave in a certain way

They emphasize the educational aspect of discipline rather than the punitive.

Good personal and social adjustments

It results in independent thinking, initiative in action and a healthy positive confident self concept which is reflected in active outgoing and spontaneous behaviour.

Greater freedom in the home characteristics of democratic discipline shows itself in better cooperation greater persistence in the face of obstacles better self control greater creativity and a friendlier approach to people.

In the school teachers who have a warm friendly, cooperative relationship with their pupils find that their pupils make better personal and social adjustments are less troublesome and do better school work.

Summary:

Discipline helps to

- To teach children that certain behavior will always be followed by punishment but that others will be followed by praise.
- To teach children a reasonable degree of conformity but not too much conformity.

- To help children develop self control and self direction so that they can develop a conscience to guide their actions

Short answer type questions

1. What is discipline?
2. Mention the types of disciplinary techniques?
3. Write any four characteristics of authoritarian, disciplinary technique?
4. Write importance of discipline in children?

Long answer type question:

1. Write about the best method of disciplinary techniques?
2. Write in detail about the importance of discipline in children?
3. Write in detail about the authoritarian disciplinary technique?

Glossary**Authoritarianism:**

A basic personality cut that includes a set of organized beliefs values and preferences including submission to authority identification with authority denial of feeling and cynicism suppression of the initiative of other offering of subordinates.

Authority

The power held by one person.

Behaviour

Behaviour is defined as objectively or publicly observable responses it excludes such conscious phenomena such as thinking perceiving judgment and the like.

Concept

A symbolic construction that represents some common and general features of objects or events it stands for or represents a common set of attribute among a group of schemata images or symbols.

Childhood:

The period from infancy (about the end of second year) until puberty about 12 years .

Comprehension

Ability to grasp the meaning of something and result achieved there by.

Cooperative

In which children interact helping each other achieve a shared goal and or taking different roles.

Corporal punishment

Use of physical harm or pain to control others.

Discipline

Discipline means teaching or instruction the main purpose of discipline is to teach the individual to conform to social expectations to a responsible degree.

Free spontaneous play

An active form a play is characterized by lack of rules and regulations and is for the most part solitary rather than social.

Gross motor skills

Capabilities involving large body movements such as running hopping and throwing.

Jealousy

A complex emotional state involving a sentiment of envy towards another due to the affection that individual shows to a third person.

Joy

A highly pleasant emotion which is associated with accomplishment satisfaction and gratification in its milder form it is known as pleasure delight or happiness.

Parallel play

Children play close to each other but not with each other each child's play is independent of another child's play.

Permissive play

The parents who place few or no restraints on their children they tend to be high on warmth.

Security

The feelings that come with having had many experiences of being accepted as well rather than rejected of feeling safe rather than threatened

Skill

An action formed by repetition and characterized by a high degree of performance more or less automatically the perfection with which an individual can perform task .

Symbol

A type of mental representation that is unique to the child's experience.

Verbal

Expressed in words either orally or graphically.

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PRE-SCHOOL TEACHER TRAINING

Paper – II

ORGANIZATION AND MANAGEMENT OF PRE - SCHOOL

INDEX

| | | |
|---------------|---|------------|
| Unit-1 | Planning Pre School Programmes | 59 |
| Unit-2 | Infra Structural facilities for Pres School | 68 |
| Unit-3 | Methods of Pre-School Education | 78 |
| Unit-4 | Management of Pre School | 85 |
| Unit-5 | Pre School Teacher | 94 |
| Unit-6 | Organizations working for Pre School Education | 101 |

Planning Pre School Programmes

Structure

- 1.1 Introduction
- 1.2 Principles involved in planning pre-school programme
- 1.3 Type short terms & long term programme planning
- 1.4 Importance of teachers talk
- 1.5 Importance of rhymes /songs
- 1.6 Importance of stories
- 1.7 Importance of creative activities
- 1.8 Importance of science experiences
- 1.9 Importance of field trips
- 1.10 Importance of puppet show/dramatization

Learning objective

After studying this unit the student will be able to

- Understand the principles involved in the pre- school programme
- Learn basic considerations while planning programme
- Know about different types of programme planning
- Understand the importance of different activities in the pre-school.

1.1 Introduction

Planning an ECE program is very important particularly because various components are involved and also due to the special requirements of the play way and activity based methods .Planning has to follow an integrated approach with a view to develop the child's personality in a harmonious manner. Planning is to be done in depth and in greater detail to ensure maximum utilization of available resources towards achieving the stated objectives. Planning is an integral part of the teacher's work schedule. While planning activities or programs for Pre School, one must take into account the needs of the children and objectives of the pre-school.

1.2 Basic considerations while planning a program

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

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

1.3 Types of program planning

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

1. Long term planning

2. Short term planning

1. Long term planning

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

- The specific development objective to be promoted.
- Identification of themes for the year which would form the content of the programme.
- Activities based on the themes that would help in promoting development in children in line with the objectives.
- Material required for conducting the activities.

The budget requirement to implement the plan

The full years plan should be split into term/quarterly and then monthly plans. Monthly plan is then required to be reduced into weekly and then daily plans.

2. Short term planning : The weekly and daily planning is referred to as short term planning. Each day's planning should be in detail as Shown below.

| Timings | Activity | Learning outcome |
|---------------------|--|---|
| 9.30 AM – 10.00 AM | Arrival, Free Play/Bat & Ball | <ul style="list-style-type: none"> • Facilitates social interaction • Promotes physical exercise • Provides outlet to pent up emotions |
| 10.00 AM – 10.10 AM | Prayer and Attendance | <ul style="list-style-type: none"> • Develop self discipline • Inculcate moral and ethical values • Responding to the teacher |
| 10.10 AM – 10.30 AM | Informal talk – Ex: Introducing sense organs | <ul style="list-style-type: none"> • The child understand the concept of sense organs |
| 10.30 AM – 11.00 AM | Creative activity – Ex: Thumb printing-eye | <ul style="list-style-type: none"> • Improves fine muscle coordination and basic skills in writing and drawing |
| 11.00 AM – 11.30 AM | Snacks | <ul style="list-style-type: none"> • Inculcates good eating habits |
| 11.30 AM – 12.00 PM | Rhymes | <ul style="list-style-type: none"> • To develop their vocabulary • To develop their expressive abilities |
| 12.00 PM – 12.20 AM | Story telling or science experiences | <ul style="list-style-type: none"> • To improve memory skills and attention span • Language skills |
| 12.20 PM – 12.30 PM | Winding up session | <ul style="list-style-type: none"> • Improves group interaction and social behaviour |

1.3.b Preparing year plan for Nursery School

| Month | Themes | Science experiences | Creative art work | Outdoor activities | Story | Rhymes | Indoor activities |
|-----------|--------|---------------------|-------------------|--------------------|-------|--------|-------------------|
| June | | | | | | | |
| July | | | | | | | |
| August | | | | | | | |
| September | | | | | | | |
| October | | | | | | | |
| November | | | | | | | |
| December | | | | | | | |
| January | | | | | | | |
| February | | | | | | | |
| March | | | | | | | |
| April | | | | | | | |

1.3.c Sample weekly programme for a pre-school (Theme – Parts of body)

| Day | 9.30 AM-10.00AM (Arrival, Free outdoor play) | 10.00 AM-10.10AM | 10.10 AM-10.30AM (Informal talk) | 10.30 AM-11.00AM (Creative activity) | 11.00 AM-11.30AM | 11.30 AM-12.00 Noon (Rhymes) | 12.00 PM-12.20 PM (Story telling) | 12.20 PM-12.30 PM |
|-----------|---|---------------------|-------------------------------------|---|------------------|---------------------------------|--------------------------------------|--------------------|
| Monday | Bat & ball | Prayer & Attendance | Introducing Sense organs | Thumb printing on the eye | Snacks | Chubby cheeks | Good Habits | Winding up session |
| Tuesday | Sand play | | Talk about hands & fingers | Palm printing | | Clap your hands | The golden Goose | |
| Wednesday | Hit me | | Talk about legs & toes | Magic painting on the leg | | Two little hands | The clever parrot | |
| Thursday | Watering plants | | Talk about neck, shoulder & stomach | Crayoning - parts of body | | Stomach aching | Monkey & crocodile | |
| Friday | Dog and the bone | | Talk about elbow, knee, wrist | Sponge printing | | Head and shoulders | Three friends | |
| Saturday | Jumping | | Recaptuation | Scribbling on the parts of human body | | Repetition of old rhymes | Clever Fox | |

1.4 Importance of teachers talk

Learning language is the most important aspect of early childhood development. Children learn speaking by imitating others around them. Therefore the pre-school teacher should talk or converse with the children, encourage the children to use

proper language, self expression through repetition, praise, affection and understanding. Informal' talk helps to

- Create awareness
- Improve the speech
- Develop the vocabulary
- Provide an opportunity for the child to express thoughts fluently

1.5 Importance of rhymes /songs

Children get a great deal of opportunity to listen in schools and homes which are mostly adult centered, but they get a little or no opportunity for them to express their own ideas and feelings spontaneously and freely. By providing the activities like free conversation, story making and telling , dramatization, language or vocabulary games, free play and dramatic play and telling rhymes, the speaking skills in children can be developed. The rhyme session is conducted

- To develop vocabulary in children
- To develop their expressive abilities
- To provide an opportunity to express their ideas



Fig. 1.1 Children attending Rhymes session.

1.6 Importance of stories

Children at the early childhood stage are very fond of listening to stories, events and fantasies. They keenly look for every opportunity to listen to them. Story telling is a rewarding experience to children. Sitting together and listening to stories gives them immense pleasure, develops and nourishes their imagination. In children, this activity improves

- Memory skills and attention span
- Organization skills in narrating a situation in a sequence
- Habit of listening
- Language skills



Fig.1.2 Children attending Story session

1.7 Importance of creative activities

The ability of putting prior experiences together into something new is creativity. Nursery school teachers should value creativity and try to enhance it by fostering self expression in children. Hence, activities such as painting, drawing, clay modelling and dancing can be presented to children to foster unique personal responses. Creative activities-

- Improves fine muscle coordination and basic skills in writing and drawing.
- Develops the aesthetic sense and talents in the child.
- Expresses his ideas, feelings in a creative manner eg :painting, dancing

1.8 Importance of science experiences

Children who are engaged in science experience manipulate a variety of things around them. Encouraging children's investigation in their world is the primary focus of the science experiences. Teachers should guide children towards an understanding of scientific processes happening around them. Children benefit most from exploring and working with real materials Science experiences help the children to

- Develop scientific approach
- Provides opportunities to explore, manipulate and experiment
- Creates an awareness in the child about the various things in the environment

1.9 Importance of field trips

A field trip to a nearby park, garden, zoo or a museum provides ample opportunities for observation and interaction especially for children.

The first hand information that children gather cannot be contrived in a class room. Field trips-

- Promote first hand experience
- Facilitates awareness and social interaction
- Improves their thinking and reasoning skills.
- Gives opportunities to the children by learning through their senses i.e; by seeing, feeling, touch, taste, smell or listen by themselves.

1.10 Importance of puppet show/dramatization

Puppets can be usefully manipulated to foster children's development. They not only entertain children but also help children in the development of their language capabilities, imagination etc.



Fig. 1.3 Puppet show

Puppet show-

- Improves language skills in children.
- Improves the memory skills and attention span in children
- Improves the organization skills in children in narrating a situation in a sequence
- Improves imagination power in children

1.10.1 Importance of other activities in a pre-school

| S.no | Activity | Importance |
|-------------|---------------------------------|--|
| 1. | Outdoor play Ex: Group games | <ul style="list-style-type: none"> • Facilitates social interactions • Promotes physical exercise • Provides outlet for pent up emotions • Develop the leadership qualities • Channelizes children's energy in a creative way |
| 2. | Indoor play | <ul style="list-style-type: none"> • Improves concentration and attention power • Improves group interaction and social behaviour by sharing the place equipment • Improves fine muscle coordination • Improves their sensory perceptual skill |
| 3. | Prayer | <ul style="list-style-type: none"> • Develops self discipline • Inculcate moral and ethical values |
| 4. | Snacks | <ul style="list-style-type: none"> • Inculcates good eating habits • Improves the nutritional status of the child |
| 5. | Readiness activities | <ul style="list-style-type: none"> • Prepare the child for future reading, writing and arithmetic activities |
| 6. | Washing and toileting | <ul style="list-style-type: none"> • Inculcates good habits • Introduce the importance of personal hygiene • Cleanliness of the surroundings |

Summary

- Planning has to follow an integrated approach with a view to develop the child's personality in a harmonious manner.
- The preschool programme should always be planned keeping in view the age and development levels of the children.
- There are two types of programme planning –long term planning and short term planning.

Short Answer Type Questions

1. List out the importance of field trip
2. Mention the importance of stories

Long Answer Type Questions

1. What are the major principles involved in planning pre-school programme?
2. Discuss the types of programme planning with examples.
3. Mention different activities followed in a preschool by highlighting the importance of each activity



Infra Structural facilities for Pre School

Structure

- 2.1 Introduction
- 2.2 Selection of Site & Location
- 2.3 Building Requirements & Specifications
- 2.4 Selection and care of equipment

Learning Objectives

In this unit the students will learn and able to

- Know about the requirements for selecting the site for establishing a pre – school
- Understand about the building requirements for establishing a pre-school
- Know about the criteria to be followed while selecting the equipment
- Know how to handle and take care of the equipment

2.1 Introduction

In the present Scenario there is a greater need for the Establishment of Early Childhood Education Centers in the Society. The rapid changes in the lifestyle of the People also encouraging the Establishment of the ECE Programmes / Planning and establishing an early childhood centre is a specialized job. Every element in the whole ECE programme has to be planned in advance. The Head of the Centre should outline all the activities, aims, objectives, characteristics and purpose of the programme. She/he has to decide the exact number of pupils to be admitted teachers required, and others to be accommodated. Should visualize the type of equipment to be used in the school, kind of play ground to be developed and number of class rooms to be raised. Therefore, the principal/head mistress should have an idea about the site to be selected for establishing a school, building requirements and selection and care of equipment. She should also identify the teaching learning activities to be performed, number and type of groups to be accommodated and infrastructural facilities to be provided.

2.2 Selection of site

- An early childhood centre should be located on a site that is easily accessible to the parents as well as to the children.
- The site should be large enough and it should ensure safe access.
- There should be separated play spaces for individual and group activities or games
- Space: It should have adequate indoor and outdoor space for children to give freedom of movement to the young children.
 - 30x40 square feet of indoor space and 80x100 square feet of outdoor space is desirable for each child, otherwise at least
 - 25x30 square feet of indoor space and 60x80 square feet of outdoor space is necessary for each child.
- If a pre school is located in a large building complex, one should check that the centre is located in a separate wing.
- The centre should have its own entrance, play space, learning space and other spaces and areas for specific activities.
- The children individually, as well as in group, should be able to move freely from one place of activity to another
- Safety and security of the child must be the first priority.

2.2 (a) ECE center requirements

- **Age :** The minimum age range of the children should be for
 - Nursery: 2 ½ to 3 ½ years
 - LKG : 3 ½ to 4 ½ years
 - UKG : 4 ½ to 5 ½ years
 - I standard: 5 ½ to 6 ½ years
 - II standard: 6 ½ to 7 ½ years
- **Duration:** Should be for 3 to 4 hours preferably in the morning as young children can actively participate during the starting hours of day. For two- and - a - half years old, this period may be shortened by another half an hour based on the convenience of the centre and the children. For some schools like day care centres, it may be longer because the young children have to stay back at the centre till their parents return from the job. As the age increases, the time the children spend, in the school can be more (preferably more than half a day).

- **Size of the class / Strength:** Depends on type of school, the age of the children, Space available for each child and qualification and experience of teachers.
- **Staff :** The teachers are to be well qualified and dedicated to work in ECE centers. A long with teachers all the staff members in ECE center need to be professionally trained and are to be quite fit physically and mentally to deal with the young children. They should also attend job course training , induction training and refresher courses to enhance their knowledge and efficiency in the field of ECE.
- **Teacher child ratio:** It is an important factor for effective working of the ECE center, The ideal teacher child ratio for younger age group of children will be 1:8 or 1:10 . But in india it is 1:15 for the younger age group and 1:20for the older age group children . There should be two helpers to take care of the children.

1 Teacher and 2 helpers for 15 children of 2 ½ to 3 ½ years.

1 Teacher and 2 helpers for 20 children of 3 ½ to 7 ½ years

The two and half years children needs very close supervision and help

From adults , therefore the child teacher ratio should be very ideal. On the other hand the older children need much less help and as such teacher of five and six years are ready for more regular and systematic work. They develop interest in reading ;writing and number work so it is easy for the teacher to manage a large group of children when compared to nursery.

2.3 Building Requirements

Building of an ECE center should have

- Good lighting and ventilation.
- Non slippery flooring to avoid accidents by falls. The floors should not be too smooth/rough but easy to clean.
- Flooring and wall paintings should be colourful and attractive, away from crowd and noisy area.
- Adequate indoor and outdoor space
- Plenty of storage Space is needed in rooms for keeping the children's belonging
- Provision for kitchen, sick rooms and sufficient number of bathrooms.
- Sound proofing system
- Low hooks for bags , clothing accessories , child size toilets and wash basins
- Broad windows , low height- shelves to develop independence in children



Fig 2.1 Storage space in ECE centers

- Shady open play ground with fence for the safety of the children
- Sand pit and an enclosure for water play
- Provision for future expansion and gardening
- Good teaching and learning materials
- Easy accessibility from indoors to outdoors
- Clean and hygienic environment
- Provision for the teachers and other adults to watch the children
- Sufficient furniture and equipment
- Display boards and spaces
- Administrative space



Fig 2.2 Furniture in ECE centers

2.4 Selection and care of equipment

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

| Area | Type of equipment |
|--|---|
| Physical strength and motor coordination | Jungle gym, swings, balancing boards, merry-go-round slides, climbers, large building blocks, sand and water toys, wheel toys etc. |
| Language | Books ,pictures ,flannel graphs/cards, photos, tape recorders etc |
| Dramatic play | Costumes , puppets ,safety mirrors , child sizes furniture, doll- accessories ,cooking utensils etc |
| Creativity | Easels , water colors , dough ,clay ,crayons, different textured papers etc |
| Musical activities | Musical instruments like manjiras, drums, flutes, mouth organs, record players etc |
| Cognitive abilities | Construction toys like beads, unit blocks, building blocks, puzzles, block accessories, puzzles of animals, vehicles, nesting toys etc. |
| Discovery and Science | Natural materials, textured materials, magnifying glasses, magnets, weights, measuring cans, mirrors, scales, small pets etc |

- **Basic /Necessary equipment** : Includes furniture ,equipment for heating food ,cooking ,feeding , washing , cleaning ,teaching aids and play material etc.
- **Optional equipment** : puppet stage , doll house , aquarium ,projector and computer etc

2.4 (a) Characteristics of equipment

The equipment planned for the ECE center should

- Be suitable for the age group and nature of the activity
- Be strong and sturdy (able to with stand rough handing by the children)
- Have a pleasant look
- Have smooth finishing and attractive (colourful)
- Be multi purpose
- Have educative value

2.4 (b) Criteria for selecting equipment and play materials

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



Fig 2.3 Child using Outdoor equipment

2.4 (b) Criteria for selecting equipment and play materials

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

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

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

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



Fig. 2.4 Game based on color and size concept

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

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

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

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

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

2.4 (c) Care of equipment

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

- When equipment is received it must be checked against the order in terms of quantity,
Size, color and so forth.
- It is also important to make certain that only the items actually received are listed on both the order and the packing slip and those prices are correct.
- As soon as equipment is placed in the center, the job of maintenance begins.
-

- Equipment used by the children must be checked daily and if it needs repair replace as soon as possible.
- Children need attractive usable equipment , puzzles with missing pieces, bikes with missing pedals or books with torn pieces should not be left in the class room.
- Storage of equipment is also directly related to its maintenance.
- It is easy to replace equipment after it has been used at a clearly known space in the storage room.
- Each center must work out a method for storing certain equipment that are used daily and which must remain in the classroom.
- Other supplies should be returned to the central area. Storage must also be provided for items such as tricycle that are used daily and must be protect from theft.

Summary

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

Short Answer Type Questions

1. List out different types of equipment required for overall development in children.
2. Briefly write on requirements for ECE center.
3. Write the steps involved in managing the equipment in a pre-school?

Long Answer Type Questions

1. What are the points to be considered for selection of site for a pre-school ?
2. Enlighten on the building requirements for a pre-school.
3. Discuss the characteristics and criteria used for selecting equipment and play Material In a ECE center.



Methods of Pre-School Education

Structure

3.1 Introduction

3.2 Methods of Pre-School Education

Learning Objectives

After studying this unit the student will be able to

- Know about the importance of pre-school education
- Develop understanding about Early Childhood Care
- Know about the need for ECE centres
- Understand different methods of pre-school education

3.1 INTRODUCTION

Children below six years of Age constitute about 13.12 percent of the country's population (2011 census). More over the period up to the age of 8 years is the most important and crucial period in the life of a child.

Providing education for the children up to 8 years is known as Early Childhood Education. If one provides better methods during these early years, through stimulating play environment for different areas of development like physical, intellectual, language, social and emotional, the child's overall development will be in an appropriate way. ECE prepares the child for the formal primary school education by laying foundation for the development of 3 R's (reading, writing, and arithmetic i.e. mathematics). This education provides the first hand learning experiences for the children.

The goal of early childhood center is to cater to the whole development of the child. The increase in population is also one of the important factors for the spread of ECE centers as there is less space available for children to play at home with parents living small apartments or in single rooms. Hence, there is no adequate space for the child to move about and to participate in play and other activities. ECE centers can take care of the child's needs with the provision of play and the other facilities.

3.2 METHODS OF PRE-SCHOOL EDUCATION

There are methods of pre-school education offered through different types of ECE centers.

3.2.1 Kindergarten method

- Kindergarten is a pre-school educational institution for children. The term was created by Fredrick Froebel. His goal was that children should be taken care of and nourished in “children’s gardens” like plants in a garden
- Fredrick Froebel(1782-1852) opened the first kindergarten in Germany in 1837
- He formulated his philosophy around the spontaneous and self sustaining nature of children
- A school prior to the entrance to the first grade is designed as Kindergarten
- It is the unit of the school which enrolls 5 year old children on a regular basis for a year
- The purpose of the kindergarten programme is to promote the developmental growth of the children through experiences that are of interest to them
- Many of these units are a part of the public school system; others operate as church related, privately owned or sponsored groups

3.2.1.(a) Functions of Kindergarten

In kindergarten schools, major emphasis was given on sociability, aesthetics, sensory, motor skills development and motivation to achieve

The functions of the kindergarten school according to Headley (1965) are to assist the child towards realization of the following objectives.

- Friendliness and helpfulness in relationship with others
- Greater power to solve problems based on individual activities and group relationships
- Responsiveness to intellectual challenges
- Achievement of good sensory-motor coordination
- Understanding of concepts necessary for the continued pursuit of learning
- Responsiveness to beauty in all forms (aesthetic appreciation)
- Realisation of individuality and creative properties



Fig 3.1 Teacher conducting activities in Kindergarten

3.2.1(b) Curriculum of Kindergarten

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

3.2.2 Montessori method

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



Fig 3.2 Children in Montessori School

3.2.2(a) The basic principles of Montessori method are

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

3.2.3 Nursery school

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

(a) Traditional nursery school:

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

(b) Cooperative nursery school:

It is an educational group voluntarily organised by parents for their pre-school children under the guidance of a trained and experienced teacher. The remarkable feature is parent's cooperation and participation in the nursery school. Mothers take part in the school and assist the teacher-in-charge.

(c) Laboratory-nursery school:

Mostly serves as a research centre for an institution or agency and mostly to facilitate student participation for practical purpose and also to provide on job training to the teachers. The emphasis is on the three R's.

3.2.4. Play way method:

- The term Play-way was first used by Caldwell Cook to describe his method of teaching English to a class of boys at pre-school

- He believed that “Good work is more often the result of spontaneous effort and free interest than of compulsion and forced application”. While teaching, he found that children showed unwillingness for lessons in English literature, so he employed a method called play-way by means of which children showed a keen interest in the subject
- He organised an open air theatre in the school. Play activities were planned for grammar and composition lessons. The students participated eagerly in the lessons and were allowed to express their ideas freely. Thus the English period was welcomed with joy. Gradually the scope of play-way became enlarged and it began to be applied to the teaching of other subjects
- Play-way introduced the elements of reality, freedom and responsibility into the school work.

3.2.4 (a) Principles of Play-Way method

The play-way method is based on the following principles

1. Learning takes place through doing
2. Learning takes place in an atmosphere of freedom
3. Learning should reflect the life situations and not the books
4. The method should be suited to the needs and interests of the children
5. The child should be free from authoritarianism



Fig. 3.3 Children learning through play way method

6. The children should take responsibility of learning and progress in studies
7. Ample opportunities should be provided to children for self-expression

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

3.2.5 Anganwadi

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

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



Fig.3.5 Teacher activities in anganwadi centers

3.2.5(a) The main activities of the anganwadi center includes

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

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

Summary

- The period upto the age of 8 years is the most important and crucial period in the life of a child
- The goal of an early childhood center is to cater to the development of the child as a whole
- Kindergarten method emphasized on the spontaneous and self sustaining nature of the children
- The purpose of the kindergarten programme is to further the developmental growth of the children through experiences that are of interest to children
- Montessori method includes practical life activities, sensory training, nature study, intellectual activities and language activities, pre reading, pre writing and pre numbering activities
- Play-way introduced the elements of reality, freedom and responsibility into school work
- Non formal pre-school education(through Anganwadi) is one of the important services offered by the ICDS to the community

Short Answer Type Questions

1. What are the principles of Play-Way method?
2. Write about different functions of Kindergarten method.
3. What are the basic principles of Montessori method education?
4. What are the different types of nursery schools? Explain.

Long Answer Type Questions

1. Discuss on different methods of Pre-school education.



MANAGEMENT OF PRE-SCHOOL

Structure

- 4.1 Introduction
- 4.2 Staff Pattern & Qualifications
- 4.3 Importance of records & Reports
- 4.4 Budget
- 4.5 Income & Expenditure

Learning Objectives

After studying this unit, the student will be able to

- Understand the Management process involved in a pre-school centre.
- Know about the importance of records and reports to be maintained in ECE centre.
- Know about the budget to establish an ECE centre.
- Understand about the income and expenditure pattern for running an ECE center.

4.1 Introduction

Many types of ECE centers and schools for children are in operation today. These centers are different from one to the other in purpose and application of programme. However, each center makes its contribution to the development of young children. Based on the decision of director/principal, the staff pattern, qualification of staff, budget, income expenditure of the center depends.

4.2 Staff pattern & qualifications

Staffing is the process of selecting, recruiting and dealing with the individuals required to perform the duties of the center. Staffing of an ECE involves to select suitably qualified and trained candidates as they are the responsible for the quality of the programme of a childhood center.

4.2.(a) Directors Role in Staffing:

The following points should be considered in staffing a ECE

- Identifying and selecting the qualified persons who can best perform the required task
- Encouraging the staff performance and creating the cooperative environment.
- Continuously monitoring and evaluation of the performance of staff for the execution of the designed programme in a better way.

4.2.(b) Teacher :

Teacher plays a vital role, for the successful conduct of a pre-school. We already discussed about the details of teacher children ratio and regarding the assisting staff(helpers) in an ECE center. Some of the characteristics must possess by ECE teacher are given below,

The ECE teacher should

- Be under the age of 35 years.
- Be well qualified especially in the field of ECE or should possess a diploma in pre-primary teacher training.
- Be able to manage and nurture the children.
- Be actively involved in doing the activities of the pre-school.
- Possess all good characteristics that an ECE teacher should have (as detailed in Unit-5)

For the successful running of a ECE centre, the organization should consists of a Principal/Headmistress, one teacher-in-charge, a counselor for giving counseling to the parents, in addition to the required number of teachers. All the above should be well qualified like a regular teacher and possess good qualities required for an ECE teacher.

4.2.(c) Care takers :

- Should keep clean the whole premises of the school indoor and outdoor area.
- Should take care of the children.
- Should attend the basic needs of the children (providing food, toilet needs etc.)
- Should be very active.
- Should be below 35 years of Age.
- Should be experienced in dealing with the children.

4.3 Importance of records & reports :

A teacher dealing with the early childhood class should observe and Monitor the overall development of the child and record it regularly. This makes the teacher to Identify or understand the strengths and weaknesses of the child and to plan education accordingly (based on his/her ability and interests). This is also useful in promoting the child to the next class according to growth and development. Hence all the ECE teachers should know the importance of records and reports and should develop the skill of maintaining them.

4.3.(a) Uses of records :

Records help the teacher

- To assess the child's rate of development better (in terms of progress or regress),
- In guiding the behaviour of the child and planning the education of the individual child by understanding the individual differences among children.
- For planning the curriculum effectively. Because curriculum planning depends on information on needs, interests and abilities of the child.
- To determine the readiness of the children for school.
- To improve the techniques used by the staff.
- To evaluate programmes, methods and outcomes in relation to the objectives of the school.
- In planning parent education programmes.

Well maintained records are useful for conducting research on child growth and development. They also help the researchers and other specialists in understanding the child and serve as devices for teaching students who are preparing themselves to work in ECE centers.

4.3(b) Types of Records

1. Attendance record: Helps to note the number of days the child attends school in a month. The reasons for absenteeism can be studied towards remedial steps and the impact of school assessed in relation to attendance
2. Health record: Anthropometric measurements i.e. height and weight of children should be taken once in a month. It is an index of the child's nutritional status. Result of medical checkups and recommendations can also be entered in health record
3. Stock record: Adequate details about the stock maintained will help to know the necessity of material/equipment in present and future
4. Record of general information of the child: This record will include detailed information of the child
 - General details of the child: Name, age, sex/gender, date of birth, place of birth, birth order, mother tongue etc.
 - Development history of the child: Birth history, age of weaning, age of attaining milestones, record of illness or accidents etc.

- Habits and interests of the child: Food habits. Sleeping habits, social habits, interests etc.

Detailed information about the family background of the child includes

- General information of the parents or guardians of the child: Age, educational qualifications, occupation, income of parents and information about siblings, type of family, facilities at home etc. Other details like languages used at home, whether parents are living together or separately etc. may also be included

5. Record of home visits: Details of date of visit, purpose, information elicited, observations made, parents' responses are included. This information enables the teacher to understand the behavior of the child

6. Record of teacher's estimate on the Individual child: Teacher rates on different aspects of development of the child and his participation in school programme, interests, abilities and the interesting factors

7. Record of parent and teacher meetings: Details of parents' participation in school programmes, the topics discussed in meetings and suggestions given by the parents are noted. It helps the teacher to understand the level and frequency of parental participation

8. Record of Receipt forms: A record of receipt is essential to be issued to parents after the payment of fees. Receipts ensure accurate and easy book keeping

9. Record of admission register: This register should contain the name of the children, particulars of parents occupation, income, caste, religion, address, child's date of birth, native place and date of admission also to be entered

10. School Lunch Record: If the school/center is providing the food services then everyday's menu and its expenditure should be entered in it. It helps to check whether the children are given balanced diet or not

11. Record of income and expenditure: It should have the particulars of the sources of the income and expenditure of the school

12. Visitors record: Whenever there is a visit to the school by the officers or guests, they should be made to record their opinions or suggestions about the functioning of the school

13. Record of the daily dairy: The teacher should record the daily programme, date, timings of activities, materials and methods used etc. It helps the teacher to evaluate the effectiveness of the programme

14. Record of the monthly reports: It is essential to maintain the working dates, particulars of the activities conducted which include field trips and health checkups etc.

15. Record of yearly planning report: it should contain plans and programmes for a whole year. Total number of working dates, holidays and activities for each month should be entered.

4.4 Budget:

It involves careful planning of the requirements of centre by taking into account a number of factors such as present and anticipated number of sections, strength of children, availability of accommodation for classrooms, first aid, storage of equipment, stock and material management etc. Budgeting should be done on annual basis keeping in view both the long term and short term requirements of the centre like.

- Identification of needs and requirements as per the curriculum
- Determination of the priorities
- Estimation of financial requirements
- Review of estimates of the current year
- Reappropriation of funds before closing of financial year

4.4 (a) Preparation of budget

A major task of the Principal/Head mistress is the preparation of the budget. The Principal/Head mistress role is to balance income and expenses and in some cases show a profit. The Principal/Head mistress prepares a budget by:

- Estimating the costs
- Determining how much income will be available
- Adjusting the budget

There are many factors which influence the preparation of the budget such as

- Number, special needs and ages of children enrolled
- Teacher-child ratio
- Staff training
- Type and location of building
- Amount of equipment already owned or available
- Type of programme and services provided
- General economic condition
- Amount and type of funds received

4.4(b) Types of budgets

Budgets are classified in several ways. When a center is beginning operation, the director prepares two budgets, the startup budget and the operational budget.

1. **Start up budget:** The start up budget covers all the expenses incurred in starting a center. These expenses include the down payment on the purchase of the building or the cost of building (renovation, the rent), deposit, the purchase of major equipment, the cost of publicizing the center, the director's salary for several months prior to the children's attendance, the deposit on telephone service and the utility charges during the startup period
2. **Operating budget:** The operating budget consists of an income and expenditure plan for one year and is used when center enrolls children and begins the programme. Before hiring or purchasing can begin, the budget must be approved by the board and funding source. Once a consensus has been reached and the budget has been the approved, the budget becomes the working financial plan and the director must see that it is followed.

4.5 Income and expenditure

A major component of the ECE director's/Principal's responsibility is ensuring sufficient funds to establish and operate the programme. To provide a good programme for young children, a center must hand over the responsibility of developing and carrying out a financial plan to a competent financial director/principal or committee.

The overall plan must be carried out by a person who has knowledge of basic accounting and budgeting procedures and an understanding of the requirements of a good programme for young children. The plan must be based on the priorities for meeting children's needs and on the available funds. The major tool used by the financial director is the budget, a plan for balancing income and expenditure.

4.5(a) Steps involved in planning the income and expenditure for an ECE center

A budget is a child care business' plan of action expressed in terms of money. A budget estimates the expected income and expenses of the child care center for a specific period of time. Developing a budget requires time and careful planning.

Establish the time period the budget will cover: A budget period can cover any period of time, but most frequently covers one financial year

Establish how many children will be served: The number of children the center is able to serve is based on desired enrollment, staff size and other requirements

Estimate anticipated revenue (sources of income): Revenue can come from a number of different sources such as parent fees, government funding, donations and fund raising. Each source should be listed as a separate item

Estimate expenditure: The expenses portion of a budget should include a complete list of all expenditures the business expects to incur. It is important not to underestimate expenses. In order to ensure that all expenses are accounted for, include the four steps in the calculation.

Step One: Fix expenses. Estimate all of the fixed costs required to operate the child care business. Examples include rent, mortgage, insurance, utilities and telephone; all must be paid in order to operate a child care center. These expenses are considered fixed costs because they do not fluctuate and must be paid regardless of the number of children being served. For example, rent is not likely to change when the number of children served increases.

Step Two: Staff salaries can take up to 80% of overall expenditures. Be sure to include benefits, which should be provided for the staff members (staff expenses)

Step Three: Identify any requirements specified by a funder. For example, if an audit or monitoring report is required as a contractual requirement, be sure to include this as an expense (Program or funder requirements)

Step Four: Calculate all other expenses, such as materials and supplies, equipment, staff development, fund raising and advertising. If funds received are listed as income, it is also important to include in kind contributions as an expense. For example, if a printing press has donated Rs. 10,000/- in printing costs, this amount should be listed as income received as well as expense.

4.5(b) Evaluate the relationship between income and expenditure:

After estimating the initial income and expenditure, determine whether the budget is balanced. This is calculated by simply subtracting the total expenditure from the total income. If income is greater than expenditure, there is a budget surplus. If, on the other hand, expenditure is greater than the income, there is a budget deficit. Every director/principal should compare actual expenses to budgeted expenses at least once a quarter.

4.5.(c) Income statement :

Income statement is the term that used for profit businesses instead of “Statement of activities”. The income statement identifies the sources and uses of funds for running an ECE center. It is very useful because it shows what is actually earned and what it costs to

earn that amount. The income statement can be prepared for the year that just ended as well as at intervals during the year.

Sample income statement of a pre-school for a month:

| Sources of Income | Amount(INR) | Expenditure | Amount(INR) |
|-------------------------------|-------------|--------------------|-------------|
| Amount received from children | 1,50,000 | Staff Salaries | 70,000 |
| | | Education supplies | 15,000 |
| | | Maintenance | 10,000 |
| | | Equipment | 10,000 |
| | | Field trips | 5,000 |
| | | Other expenses | 25,000 |

Net = Income – Expenditure.

If the expenditure is less than income, the center is in profit. If the expenditure is more than income the center is in loss.

4.5.(d) Balance sheet

The balance sheet is typically prepared at the end of an accounting period and shows the financial position of the business as on a fixed date. It gives the clear picture of the child care business at one particular moment in time. The balance sheet often includes a comparison between current and previous year budget.

Components of a balance sheet: A balance sheet always has three categories: Assets, liabilities and net worth.

Assets: Assets are listed on the top half of the balance sheet. These include anything the ECE center owns that has financial value. There are two categories of assets: Current and Fixed assets.

Current Assets: This includes cash and other assets that can be converted into cash or generally used within a year. They include accounts receivable or the amount of money vowed to a business for service already performed. It is important to closely monitor the amount of money vowed to a business. A general rule is that accounts receivable should not exceed one month's income. Current assets also include prepaid expenses – goods, benefits/services that a business buys/rents in advance such as office supplies etc.

Fixed Assets: Include all resources of the ECE center owns or acquires for use in operations that are expected to remain in their non cash form for longer than one year. The second half of the balance sheet should reflect it

Liabilities: These are debts owed by a child care center to any of its creditors. As with current assets, current liabilities are those debts that the school expects to pay within one year.

SUMMARY

- Staffing is the process of selecting, recruiting and dealing with the individuals required to perform the functions of the centre
- For successful running of a preschool, teacher plays a key role
- An early childhood teacher should observe and monitor the overall development of the child and record it regularly
- Well maintained records are useful for conducting research on child growth and development. They also help the doctor and other specialists in understanding the child and serve as devices for teaching students who are preparing themselves to work in ECE centres
- A major task of Principal/Head mistress is the preparation of the budget. The Principal/Head mistress role is to balance income/expenses and in some cases show a profit
- A budget is a child care business plan of action, expressed in money. A budget estimates the expected income and expenses of a child care centre for a specified period of time
- Income statement and balance sheet plays a major role in listing out the budget

Short Answer type questions:

1. What are the different steps involved in preparation of the budget?
2. Write short notes on different types of budget.

Long Answer type questions:

1. Explain the staff pattern and qualifications required for the staff in an ECE centre.
2. Enlighten on importance of records and reports maintained in the preschool.
3. Write in detail about the management of income and expenditure in a preschool.



Pre School Teacher

Structure

- 5.1 Introduction
- 5.2 Characteristics of pre-school teacher
- 5.3 Responsibilities of pre-school teacher
- 5.4 Need for parent teacher co ordination

Learning Objectives

After studying this unit, the student will be able to

- Understand the need for an ideal teacher during ECE period
- Know about the characteristics of pre-school teacher
- Understands the role and responsibilities of pre-school teacher
- Know the need and importance for parent teacher cooperation in the ECE center

5.1 Introduction

"The mediocre(an ordinary) teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires."

--William Arthur ward(1921-1994)

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

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

As an ECE teacher deals with children of early childhood years, she realizes that every child brings along with him his family, his culture, his goals, his strengths and limitations. On observing a child closely one would find that his uniqueness affects all his interactions. Therefore, the teacher must recognize individuality of each child. The knowledge of specific case related characteristics will enable the teacher to select and pace activities suitable for any given child.

5.2 Characteristics of a pre-school teacher

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

- Provide opportunities and encouragement for children to express
- Provide affection, support and guidance to realize the child's potentialities irrespective of the child status
- Be confident about her abilities
- Accept challenges and responsibilities and fulfills according to the best of her capabilities
- Be up to date with the pre-school methods and techniques
- Motivate the children and inculcate in them the desire to learn

The ECE teacher should not be too young or too old and should

- Have a positive attitude towards her work
- Be unprejudiced
- Be patient and understanding
- Be resourceful
- Be alert, active and attentive
- Be tactful in her dealings with parents
- Be pleasant and cheerful
- Have the knowledge of child development and child psychology
- Respect the individuality of the child
- Have thirst for knowledge and passion for the profession
- Be punctual and systematic in planning ECE programmes
- Have good physical and emotional health
- Be progressive and enthusiastic
- Provide good counselling to parents and value their ideas
- Share ideas and knowledge with other staff
- Participate in local professional organizations related to the welfare of children

5.3 Responsibilities of pre-school teacher

Most of the children spend their valuable time in the pre-schools and the responsibilities of providing a quality care for the preschoolers depends on the teacher. At this stage the child learn better through concrete objects and first hand experiences and it is the responsibility of the teacher to guide the children in a proper way. The teacher should encourage and guide children's natural curiosity and provide or create a stimulating environment for their growth. Given below are some of the points regarding the responsibilities of a pre-school teacher.

5.3(a) Teachers' role in promoting learning

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

- Equipment is most essential for running an ECE programme effectively. The teacher needs a variety of equipment to provide children with challenging and interesting learning experiences. The teacher should be very careful in selecting the equipment.

5.3(b) Role of teacher in organizing activities

The teacher plays an important role in organizing the activities in an ECE centre. There are two types of activities followed in child care centres.

1. Teacher directed activities
2. Child centered activities

1. Teacher directed activities: These teacher directed activities are of two types i.e. teacher directed individual activities and teacher directed group activities

(a) Teacher directed individual activities: The teacher should

- Provide basis for academic skills in pre-school – 3 R's (Reading, writing and arithmetic)
- Guide individual child through a series of exercise
- Provide readiness activities prior to reading and writing
- Provide activities for physical and mental maturity with understanding and interest
- Give activities like verbal or writing exercises, number concepts etc. for the children



Fig 4.1 Teacher showing experiment for the children in the class

(b) Teacher directed group activities: Whole class joins these activities. Teacher sets the rules and explains sequence. For example, music, storytelling, games for development of senses, memory and organized games.

2.Child centered activities: This child centered activities are also of two types:

a) Child centered individual activities

b) Child centered group activities

(a) Child centered individual activities: Performed by child individually according to their choice, interest or ability. Ex. Painting, drawing, clay work and finger painting

(b) Child centered group activities: Work together in small groups. Ex. Sand play, water play, block play, doll play.

5.3(c) Tips to be followed by the teacher while interacting with children

The ECE teacher should follow some tips mentioned below while interacting with the children

- a) Move slowly: Watch children and involve as per the need
- b) Maintain your role as teacher: Avoid adult centered games and plan child centered activities
- c) Give children time: Allow plenty of time for children to do on their own
- d) Help children to wait: Have songs and finger plays memorized before moving to another activity
- e) Be alert to the whole group: Monitor the whole group of children even though they are not in immediate area
- f) Never leave children unsupervised: Notify your absence and make alternative arrangements
- g) Maintain the environment: Keep the room and yard in order, involving children in the cleanup process
- h) Use your voice and tone effectively: Speak quietly, but distinctly rather than shouting from across the room/yard
- i) Never use force: Learn to use verbalizations, not force or threats of force to get cooperation from children

5.4 Need for parent teacher co-operation

- The family is the most effective and economical system for fostering and sustaining the development of the child
- Involvement for family in child's programmes is very important for the success of the programme
- Parental participation is the key to achieve success in any early childhood programme
- A survey of parents participated in a pre-school programme revealed that there is a positive relationship between extensive parent participation and children's scores and task orientation, academic achievement, verbal intelligence and self concept
- Whenever the school or centre organizes any parent meetings, the parents should cooperate and attend the meetings and share their experiences with their child's class teacher
- Parent should cooperate with the school by conducting some health checkups/camps for the children, sometimes involving in the curriculum and showing some activities for children
- The parents should frankly write their opinions in the parent teacher association meeting records so that if any changes are required in the school curriculum the principal/Head mistress may think on the point and take necessary action.

SUMMARY

- Early childhood teachers differ from other teachers in the field of education
- The early childhood teacher should possess a wide range of qualities to deal with the children
- One of the major tasks of the teacher is to encourage and guide children's natural curiosity and provide or create stimulating environment for their growth
- Teacher play a major role in promoting learning in children
- Teachers should organize the teacher centered and child centered activities in an appropriate way
- The teachers needs a variety of equipment to provide children with challenging and interesting learning experiences and should be very careful in selecting the equipment
- Involvement of family in child's programmes is very important for the success of programme
- Parental participation is the key to achieve success in any early childhood programme

SHORT ANSWER TYPE QUESTIONS

1. List out the tips to be followed by the teacher while interacting with children.
2. What are the responsibilities of a pre-school ayah/care taker?
3. Mention the need for parent teacher co-operation in a preschool setting.

LONG ANSWER TYPE QUESTIONS

1. Enlighten on the characteristics of pre-school teacher
2. Explain the teacher's role in promoting learning & organizing activities in a pre-school



UNIT 6

ORGANISATIONS WORKING FOR PRE SCHOOL EDUCATION

Structure

6.1 Introduction

6.2 organizations working for pre-school education

Learning objectives

In this unit the student will learn

- Different organisations working for pre-school education
- The objectives and activities of different organisations working for pre-school education

6.1 Introduction

There are many voluntary /Non-governmental organizations [NGO] ,National [government] and International organizations working for the welfare of the children. These organizations cater the needs of children under different areas. NIPCCD and NCERT are some national organizations and UNICEF is the international organizations and CARE is the non-governmental organization working for the welfare of children and for the pre-school education .ICDS is a scheme sponsored by the central government under the Ministry of women and child development.

6.2 Organizations working for pre-school education

1. United nations international children's emergency fund [UNICEF]
2. Cooperative for assistance and relief everywhere [CARE]
3. National institute of public cooperation and child development [NIPCCD]
4. National council of educational research and training [NCERT]
5. Integrated child development services [ICDS]

6.2.1 United nations international children’s emergency fund [UNICEF]

- It is the world’s largest international organization reaching the unreached.
- The United Nations children’s fund is a united nation’s programme with headquarters in the New York city, USA. It provides long-term humanitarian and development assistance to children and mothers in developing countries.
- UNICEF was created by the United Nations General Assembly on **December 11, 1946**, to provide emergency food and health care to children in countries that had been devastated by world war
- UNICEF’s programmes emphasize developing community –level services to promote the health and well-being of children.

6.2.1.[a] Objectives of UNICEF

- To development basic education and gender equality for young child survival and Development
- To protect children from violence, exploitation and abuse

Policy advocacy and partnerships for children’s rights: UNICEF focuses on the critical

impact of social and economic policy issues on children. Their work is centered on child poverty and disparities, social protection, migration and social budgeting.



Fig 6.1 UNICEF logo

6.2.1.[b] Activities

- Distribution of essential items as vaccines, antiretroviral medicines for children and mothers with HIV, nutritional supplements, emergency shelters for needy people and educational supplies.
- The services of UNICEF includes; the training services for workers regarding child's developmental tasks, welfare services to improve family and community life, family planning services, educating parents through family welfare centers and pediatric units, primary health centers. UNICEF has planned to launch training programmes. It also assisted rural development projects like applied nutrition programme [ANP], ICDS etc

6.2.2 Cooperative for assistance and relief everywhere [CARE]

- CARE [Cooperative for assistance and relief everywhere] is a non-governmental organisation.
- It is a major international humanitarian agency delivering broad-spectrum emergency relief and long-term international development projects.
- It was established in 1945 and it is one of the largest and oldest humanitarian aid organizations focused on fighting global poverty.

6.2.2.[a] Objectives of CARE

- Strengthening capacity for self-help
- Providing economic opportunity
- Delivering relief in emergencies
- Influencing policy decisions at all levels
- Addressing discrimination in all its forms



Fig 6.2 CARE logo

6.2.2.[b] Activities

CARE programming falls into the following broad themes

Gender and women empowerment: CARE lists the empowerment of woman and girls as its first priority and focuses its programming in other areas [CIGN] to improve the coordination and quality of CARE's work on gender equality.

Emergency response: CARE supports emergency food aid and supports the prevention, preparedness and recovery programmes.

Food security: CARE provides emergency food aid and supports the prevention of malnutrition through demonstrating proper breast feeding, providing education focusing on the cultivation and preparation of nutritious food, and improving infrastructure.

Health: CARE's health programmes are focused on maternal health and HIV/AIDS, but also address other areas such as nutrition, safe drinking water, health education, and training local health workers.

Climate change: CARE engages in climate-change advocacy and supports local mitigation strategies such as promoting early warning systems, helping communities to draft evacuation plans, providing technical equipment and information, supporting reforestation and working with local governments to reduce pollution.

Education : CARE provides economic incentives to help parents keep their children in school, advocates for the importance of educating girls and supports programmes which ensure that girls and supports programmes which ensure that girls receive a quality education and engage girls in extracurricular and leadership activities.

Water, sanitation and hygiene [wash] : CARE builds and maintains clean water systems and latrines and provides education about hygiene and water-borne illnesses. These programmes aim to reduce the risk of water-related diseases and increase the earning potential of households by saving time otherwise spent fetching water.

Economic development : CARE supports increasing market linkages, promotes diversified livelihoods, organizes village savings and loans associates [VSLAs], and provides entrepreneurship training.

6.2.3 National institute of public cooperation and child development [NIPCCD] :

- National institute of public cooperation and child development, popularly known as NIPCCD is a premier organization devoted to promotion of voluntary action research, training and documentation in the overall domain of women and child development

- It was established in New Delhi in the year 1966 under societies registration act of 1860 and functions under the support of the ministry of women and childhood development
- The institute functions as an apex institution for training functionaries of the integrated child development services [ICDS] programme implemented in all the states in India.
- As a nodal resource agency, it has also been entrusted with the responsibility of training and capacity building of functionaries at the national and regional level under the new scheme of integrated child protection scheme [ICPS]
- It has also been designated by the ministry of women and child development [MWCD], the nodal institution for imparting training on two & important issues of child rights and prevention of trafficking of women & children for SAARC countries

NIPCCD includes child development division, which functions as a policy arm of the government in matters pertaining to the development / welfare of the child and the mother. The focus of this division is on maternal and child health, micro-nutrients, early childhood care and education, early detection and prevention of childhood disabilities, positive mental health in children and child care support services. The division comprises units related to health, nutrition, a platform to debate and discuss important national and regional issues which form the basis of policy decisions by the government of India. It runs three field demonstration services namely a child care centre, a child guidance clinic and adolescent guidance services centre.

6.2.3.[a] Objectives of NIPCCD

- Develop and promote voluntary action in social development through training & capacity building of government and non-government functionaries
- Take a comprehensive view of child development through research and develop tools / design for supporting implementation of government schemes and programmes
- Coordinate meetings of MWCD with stakeholders under different schemes / programmes and policies for furthering the objectives and provide feedback.



Fig 6.3 NIPCCD logo

6.2.3.[b] Activities

- Training of child development project officers [CDPO]
- Training of supervisors [extension officers]
- Orientation of senior officers and co-functionaries dealing with ICDS
- Review of existing training facilities and infrastructure available with training institutions for ICDS functionaries
- Special in-service orientation programmers for anganwadi workers and helpers .it also conduct research on different areas like ECE, adolescents and child development division etc.

Since 1983 as mentioned earlier NIPCCD's monitoring and evaluation cell has been actively engaged with the involvement of major home science colleges, Colleges of social work and other agencies in conducting in-depth studies particularly on preschool education and community participation components of ICDS.

6.2.4 National council for education research and training [NCERT]

The national council of educational research and training is a top resource organization set up by the government of India in 1961, with headquarters in Delhi .this organization assists and advises the central and state governments on academic matters related to school education.

6.2.4.[a] Objectives of NCERT

The top priorities of NCERT are

- Implementation of national curriculum framework [NCF]
- Vocational education
- Education of groups with special needs
- Early childhood education
- Competitive value education
- Education of girl child
- Production of teaching – learning materials
- Improvement in teacher education



Fig 6.4 NCERT logo

6.2.4.[b] Activities

- The major activities of the organizations include the training of the personnel and research and experimentation
- It also involves in developing expertise at the state level in ECE
- It also serves as a clearing house for the latest developments in ECE both national and international
- The material developed by NCERT are distributed free of cost to organizations working in ECE all over the country.

6.2.5 Integrated child development services [ICDS] scheme

- The ICDS scheme is India response to the challenge of meeting the holistic needs of the child. The ICDS is one of the world's largest and most unique outreach programme for early childhood care and development
- It symbolizes India commitment to its children
- The first ICDS project was launched in India with 33 projects in all over the country on 2nd October, 1975
- It has the largest ECCE programme component in the country when compared to their organizations.

6.2.5.[a] Objectives of ICDS scheme

- To improve the nutritional and health status of preschool children in the age group between birth to 6 years
- To lay the foundation of proper psychological development of the child \
- To reduce the incidence of mortality , morbidity, malnutrition and school dropouts
- To achieve effective coordination of policy and implementation among the various departments to promote child development

Although the scheme has now expanded and is available to deprived sectors , its preschool component remains weak .to strengthen this , monitoring and evaluation cell was setup in NIPCCD to look into ways and means of monitoring of preschool education.



Fig 6.5 ICDS logo

6.2.5.[b] Activities

The following services [given in the table] are sponsored under ICDS scheme to help achieve its objectives

| Services | Target Group | Services Provided by |
|-------------------------|--|---------------------------------------|
| Supplementary Nutrition | Children below 6 years: Pregnant & Lactating Mothers(P&LM) | Anganwadi worker and Anganwadi Helper |
| Immunization | Children below 6 years: Pregnant & Lactating Mothers(P&LM) | ANM/MO |
| Health Check-up | Children below 6 years: Pregnant & Lactating Mothers(P&LM) | ANM/MO/AWW |
| Referral Services | Children below 6 years: Pregnant & Lactating | ANM/MO/AWW |

| | | |
|------------------------------|-----------------------|------------------------|
| | Mothers(P&LM) | |
| Pre-School Education | Children of 3-6 years | Anganwadi worker (AWW) |
| Nutrition & Health Education | Women(15-45 years) | ANM/MO/AWW |

Summary

- Many non-governmental , national and international organizations are working for the welfare of the children
- NIPCCD is a premier organization devoted to promotion of voluntary action research , training and documentation in the overall domain of women and child development
- The national council of educational research and training is set up by the government of india to assist and advise the central and state governments on academic matters related to school education
- CARE is a major international humanitarian agency delivering broad – spectrum emergency relief and long-term international development projects

Short answer type questions

1. Expand the following
[a] NIPCCD [B] NCERT [C] ICDS
[D] UNICEF [E] CARE
2. List out the activities of the CARE
3. List out the objectives of ICDS

Long answer questions

1. Enlighten on the objectives and the activities of NIPCCD
2. Discuss the objectives and activities carried out by CARE
3. Discuss the objectives and activities carried out by NCERT



Glossary

Antiretroviral: A substance or drug that stops or suppresses the activity of retroviruses such as HIV.

Balance sheet : In financial accounting , a balance sheet or statement of financial position is a summary of the financial balances of an organization

Field trip : a field trip or school trip is a journey by a group of people to a place away from their normal environment .these purpose of the trip is usually observation for education.

Humanitarian : one who is devoted to the promotion of human welfare and the advancement of social reforms

Kindergarten : kindergarten is a preschool educational institution for children. The term was created by Fredrick Frobel

Liabilities : something for which one is liable ; especially

Play equipment : it refers to equipment intended for use in the play area of parks,schools, child care facilities , institutions and multiple family dwellings

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PRE-SCHOOL TEACHER TRAINING
Paper – III
PARENT EDUCATION – NUTRITION AND HEALTH

INDEX

| | | |
|---------------|--|------------|
| Unit-1 | Parent Education | 111 |
| Unit-2 | Nutrition for Pre School Children | 119 |
| Unit-3 | Dental Health | 133 |
| Unit-4 | Health of Pre School Child | 141 |
| Unit-5 | Behaviour Problems | 156 |
| Unit-6 | First Aid and Safety measures | 171 |

PARENT EDUCATION

Structure:

1:1 Introduction

1:2 Meaning and Importance of Parent Education

1:3 Methods of Parent Education

1:4 Parent Teachers Meeting

Learning objectives:

After studying this unit student will be able to:

- Know the meaning of parent education
- Understand the importance of parent education
- Know the methods of parent education
- Conduct the parent teacher meetings

Introduction:

Family environment determine the quality of the personality of the child .Child rearing is demanding and challenging. It is essential to train parents to provide their children possible opportunities to develop right personalities.

Parent education aims at providing adequate information to parents on a variety of issues. They face many problems in bringing up children. Information related to children will help them to grow as mature parents and to rear children meaningfully and effectively.

Parents have to be equipped with new knowledge of child development and with techniques and new skills of parenting to meet the changes and challenges of the rapidly growing nuclear family.

Meaning of parent education:

Parent education means instructions, advice and guidance to parenting.

According to Brim (1959) parent education is an activity using educational techniques in order to effect a change in parent role performance.

‘Training for parents regarding how to be the primary teacher for their children and full partner in the education of their children (parent education)’.

Importance of Parent Education:

In a developing country like India, parent education is need of the time. It is new support system when nuclear family model emerged. A brief review of the existing family structure and a woman’s status in the family and society will enable us to study the need of parent education in our country.

Social, economic factors like educational facilities earning opportunities effected the structure and status of the families. Industrialization urbanization, modern technologies have affected family life and child rearing practices. New problem, have way to study them and educate parents in bringing up their children.

There is a link between female illiteracy and infant mortality. Hence there is a need to educate women. Customs superstitions at times create unhealthy environment for growth of children. Even educated parents neglect the importance of parent education in their lives. Healthy personality traits are neglected. Parent educators help parents by providing adequate and useful knowledge in finding suitable rearing techniques and new skills.

Some important points to remember are:

- Illiterate and ignorant parents can be benefited greatly by the parent education programs.
- Parent education helps them to develop positive attitude towards parenthood
- It helps parents to understand the child better and set realistic goals for them
- It helps parent to gain confidence on the school and values of informal education
- Parents will learn many useful things from program like child rearing practices, health care, nutritional education, hygiene and over all development of the child

There are varieties of techniques that can be used to educate parents. There is no universal method that is the best one.



Methods of Parent Education

Methods of parent education are broadly divided into two methods or approaches

1 Group approach

2. Individual approach

Group methods:

A) Mass Group Techniques

B) Mini Group Techniques

Mass group techniques:

Printed media- It is the oldest technique used by parent education to impart knowledge to parents in a language they can understand. Books, pamphlets, magazines and newspapers covering relevant topics to provide information to parents. Books for parents on child care written by staff or by the organization as well as by individual authors. EG: Hand book of child care.

Pamphlets: Written in simple language with bold print and good illustration covers issues such as infant feeding importance of immunization, common illness.

They are inexpensive and very quick to read

Magazines and News Paper:

News paper like Hindu, Deccan Chronicle, Magazines such as women era feminasarita publish articles for parents on issues of health, nutrition and behavioural problems of children.

Audio visual media:

Communication can be made with general public through variety of audio visual media. They are sometimes effective as they stimulate both ears and eyes of a learner. Information can be more interesting and attractive to draw the attention of the learners.

Radio:

Is a simpler and economical instrument used for educational purpose. It was started in 1957. Since 1957 radio broadcasts became Akashavani programs. It is an effective medium to impart information and educate people.

Television:

It is very useful as a communication media because it has both audibility and visibility.

Films and Documentaries:

It is a powerful tool for educating parents educational and documentary films on developing the personality of the child are produced by UNICEF along with a lecture are effective to educate parents.

Video films:

Play a significant role in parent education program as the learner can watch it at a place of his choice and convenient time. He can watch the same topic several times.

Other advertising, posters, songs and draw are being used for variety of purposes.

Mini/small group techniques:

Small group of parents interact with each other

1. Lectures and discussions
2. Demonstration
3. Exhibitions
4. Charts & posters
5. Puppet shows
6. Dramatics
7. Modelling

Lectures and discussion:

It is a speaker audience technique where two or more person present talk and subject is controversial.

Demonstration

It is used to provide information to create interest by sharing how certain things are done by giving firsthand experience. They can be short and informal.

Eg: Food preparation, Home decoration.

Exhibition: It shows actual things in practice, results of demonstration programs in progress through charts, diagram sets.

Charts and posters:

A chart is the easiest and the most convenient form of visual aid. It is used to teach reading and writing. They give information in gist.

A poster helps to get across one idea to its audience and pass on to them a simple message at a glance

Puppet shows:

They have been used for thousands of years to stimulate and entertain people. They are used for educational purposes to convey social action ideas only.

Dramatics:

Is a good source of entertainment and education for parent's

Modelling is a three dimensional imitation of an object.

Lectures (small group)-it is an effective method of teaching .it provides the basis for subsequent group discussions.

Group discussion:

A group meeting requires cooperative action of listening to the ideas of other member. Each member listens to the ideas of other member they give opportunities to meet other parents

Parent teacher meeting

They establish contact between parents and teacher through various technique appropriate for a small group of parents they discuss the problem under the guidance and supervision of a group leader.

Individual methods

The second basis approach used for communicating with parents is found in a person to person setting. Home visits and individual counselling are used to educate parents of young children. Parents can communicate with educator in a free atmosphere and can discuss the problem.

Home visit:

Is time consuming but it is the best method for understanding child in natural settings it is beneficial for teachers and children they provide opportunities for teachers and parents to communicate. All information in a free atmosphere understand a child helps the teacher to better and give better guidelines to parents

Individual counselling or conference:

This is a pre planned meeting it is a person to person communication where parents and teachers help each other These counselling help children with serious problems that can't be discussed in the large group.

Parents have to be informed in advance for meeting then through letters or circulars teachers should create a warm and friendly atmosphere.

Inviting parents to the preschool:

Parents are invited to the preschool to observe the program and their children at work. This will help them to understand the importance of special programs in a nursery schools rather than only reading and writing.

Sending printed and written materials:

The preschool should maintain diary for each child to communicate with the parents. Any information to be given to parents can be written in diary and sent home with the children.

News letters containing news about the different activities of children in the school and information regarding child development child rearing practices, new trends in preschool education will help parents to guide their children properly.

Summary:

Parent education is a technique which brings a desirable change in parent behaviour by providing them appropriate and adequate knowledge of bringing up children. Parent educator must have the knowledge of the various techniques and select the best method for educating parents to get success in school program they need to develop better communication with parents

Short answer type questions

1. What is parent education?
2. List out the methods of parent's education?
3. What is the importance of home visit?

Long answer type questions:

1. Briefly write about the need and importance of parent education?
2. Explain any two group methods of parent's education program?
3. Write briefly on individual methods of parent education program?



Nutrition for Preschool Children

Structure:

- Introduction
- Need and importance of nutrition
- Nutritional requirements of preschool children

Learning objectives:

After studying this unit students will be able to

- Understand the need and importance of nutrition for preschool children.
- Know the sources of nutrients
- Know the nutritional requirements of preschool children

Introduction

Food is essential for human existence and nourishes the body. It is defined as anything eaten or drunk that can be absorbed by the body to be used as energy source, building regulating or protective material. Food is a prerequisite of nutrition. Nutrition is defined as food at work in the body.

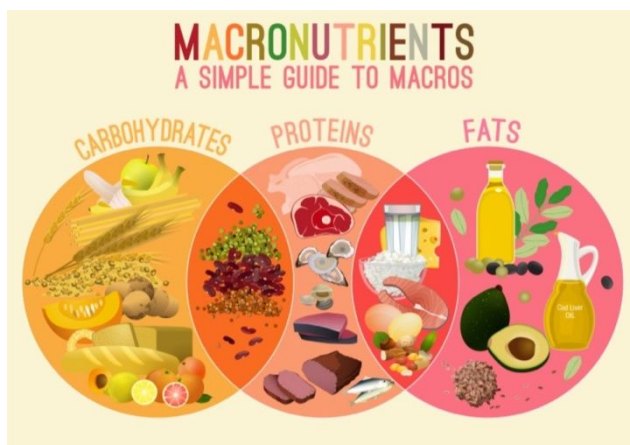
Need and importance of nutrition

Good nutrition is important for appropriate growth and healthy life of a child. Childhood sets us up for adulthood. As a child grows, they form the ideas and habits that will serve them as an adult. We want children to be healthy, free from sickness and without any growth issues. Good nutrition helps in better school performance being physically active. There is scope for good physical and mental development. Because of limited capacity of the child's stomach it is important to provide nutrient food to the child.

Nutrients are the building blocks that grow muscle, support bone, density, encourage proper cell development support immune defence and develop brain function. They are found in fresh fruits and vegetables, whole grains, nuts, legumes, meat and dairy products.

Inadequate dietary intake effects

- Growth
- Weakness immunity
- Increase the incidence of infections and diseases
- Under weight, stunting and wasting
- Catabolism of body tissues
- Short stature in adults



Macro nutrients

- a) **Carbohydrates:** carbohydrates provide major source of energy that we need to live grow and thrive. Every part of the body needs energy without it we can't survive. They provide 50-60 calories of the energy a child needs from food.

Functions:

- ❖ Provide energy to the body

- ❖ One gram of carbohydrate gives 4 k calories
- ❖ It regulates fat metabolism
- ❖ Carbohydrates in food contain dietary fibres that prevents constipation and removes wastes from the body

Sources:

Rice, Wheat, Bajra, Ragi, Oats, Jowar, Pulses, Ripe Fruits, Tubers(Potatoes, Sweet Potatoes) Yam, Colocasia, Sugar, Honey And Jaggery, Sago, Breads, Cereals, Rice Crackers Pasta.

- b) **Fats:** Source of energy and early stored in child's body. They are also important in helping the body to properly use some of other nutrients it needs.

Functions:

- Fats provide double the quantity of energy as compared to carbohydrates. One gram of fat supplies 9k calories of energy.
- Fats help in the maintenance of body temperature.
- Fats protect the vital organs of the body from injury as it acts padding to the inner parts of the body like kidney, heart etc.
- Fats are essential for absorption of vitamin A, D, E and K present in different food stuffs.

Sources:

- ❖ Cooking oil
- ❖ Fish
- ❖ Nuts
- ❖ Cotton seeds
- ❖ Sesame seeds, till soya bean, sunflower
- ❖ Almond
- ❖ Peanut
- ❖ Butter, cream, cheese and meat

C. Proteins:

Proteins helps child's body grow new cells, break down food into energy fight infections and carry oxygen.

Functions:

- One gram of protein provides 4k calories]
- Proteins are essential for growth and maintenance and repair of tissues
- Proteins are helpful to produce antibodies to prevent children from diseases.
- They are also helpful for the production of enzymes and hormones for regulating the body functions

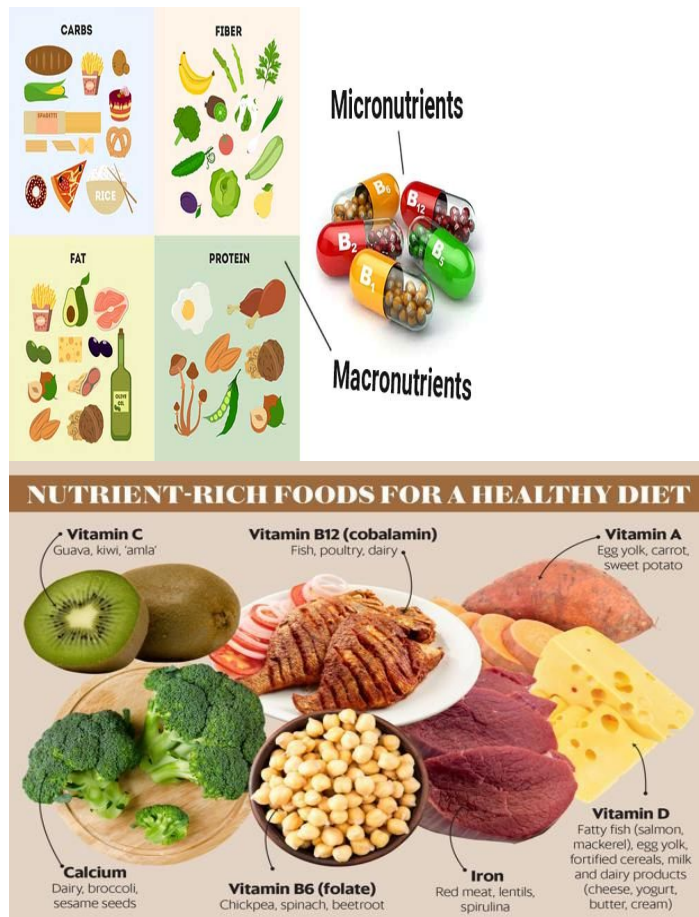
Sources:

- Pulses (dals) and legumes, soya products, nuts and oils seed such as ground nuts, gingely seeds etc
- Milk and milk products, eggs, fish, meat, poultry

D. Water:

Water is very essential in life. Man can live without food for few days but cannot live without water even for few hours as it causes danger to life. This water content of tissues in children is higher than adults

- Water serves as a regulator of the body temperature
- Fluids in the body protects internal organs
- Fluids lubricates joints which help in easy movements



Micro nutrients:

Vitamins: vitamins are essential in small amounts for proper maintenance of good health. Vitamins are classified into two groups

- 1.) Fat soluble vitamins: vitamins A, D, E And K
- 2.) Water soluble vitamins: vitamin C and B complex vitamins

Vitamin A: it is needed to prevent night blindness in children

Functions:

- Enhancing vision
- Immunity
- Bone growth
- Production of new cells

Sources:

- Animal sources: fish liver oils like cod and shark are the richest sources buttermilk, milk, ghee, eggs are good sources

- Plant sources: green leafy vegetables, yellow vegetables like pumpkin, carrot and fruits like ripe mango, papaya, apricot etc

Vitamin D: the sunshine vitamins.

Functions:

- Support heart,
- Health
- Immunity
- Strengthens the bone and teeth,
- Absorption of calcium and phosphorus from small intestines

Sources:

- Milk dairy products fortified with vitamin D
- Cod liver oil

Vitamin E: also called tocopherol means an alcohol required for child bearing

Functions:

- Supports immune system
- Helps to improve blood circulation
- Protects against cell damage
- Promotes the healing of tissues
- Prevents miscarriage in women
- Antioxidant in the body which keep cells younger longer time

Sources:

- Wheat gram and cotton oil are the richest sources
- Vegetable oils and fats are good sources(soya bean, corn, cotton seed and sunflower)

Vitamin k: also known as forgotten vitamin

Functions:

- Blood clotting
- Helps to build strong bones and improves cardiovascular health

Sources:

- Spinach, soya beans and eggs
- Turnip, cauliflower, cabbage, broccoli

Water soluble vitamins-

Vitamin c:

Also known as cold fighter is a strong antioxidant

- Strengthening immune system
- Promotes cardiovascular and eye health
- Ward off wrinkles
- Increases resistance against infections
- Prevents bleeding from blood vessels
- Quick healing of wounds
- Formation of connective tissues

Sources:

- Fruits, vegetables, especially citrus fruits, cabbage, strawberry, tomatoes mangoes, kiwifruit, potatoes and lettuce.

B complex vitamins

Thiamine (B1)

Functions:

- Necessary for growth, promotes good health appetite

- Heart functioning
- Needed for energy metabolism important for nerve function

Sources:

- Whole grain, cereals, legumes, nuts and seeds, dried yeast

Riboflavin (B2)

- Needed for protein and energy metabolism
- Important for nervous system, digestive system
- Normal vision and skin health

Sources:

- Milk and milk products, leafy vegetables, whole grain enriched breads and cereals

Niacin (Vitamin B3)

- Part of an enzyme needed for energy metabolism
- Important for nervous system, digestive system and skin health
- Helps in tissue respiration

Sources:

- Meat, poultry, fish, whole grain or enriched breads and cereals.
- Vegetables especially, mushrooms, green leafy vegetables peanut butter.

Pyridoxine (Vitamin B6)

- Helps in normal functioning of nervous system
- Needed for protein metabolism
- Make red blood cells

Sources:

- Meat, fish, poultry vegetable fruits.

Cyanocobalamine (Vitamin B12)

- Needed for protein metabolism
- Immune system
- Aids in iron absorption
- Maturation of red blood cells
 - Pernicious anemia
 - Resistance to germs
- Important for nerve function

Sources:

- Meat, poultry, fish, sea food, eggs, milk and milk products, not found in plant foods

Folic acid:

It is useful for formation of blood

Sources:

- Green leafy vegetables

Calcium:

Functions:

- It is essential for formation of bone and teeth
- For clotting of blood
- Contraction of heart and muscle
- Increases the permeability of cell membrane

Sources:

- Milk and milk products curd, sesame seeds, ragi, green leafy vegetables, carrot leaves drumstick leaves

Phosphorus:

- Essential for formation of bones and teeth
- Necessary for formation of phospholipids

Functions:

- Regulation of pH of cells
- Relaxation of heart muscles

Sources:

- Diets rich in protein and calcium, eggs, milk, meat fish are excellent sources

Sodium:

- Maintain osmotic pressure
- Maintenance of water balance
- Muscle irritability
- Contraction of muscles
- Regulating permeability of cell membrane
- Maintenance of heart beat

Sources:

- Fresh meat, fish, poultry egg and milk, table salt, soya sauce, processed food

Potassium:

- Regulation for maintain osmotic pressure and water balance in the cell
- Relaxation of heart muscles
- Transmission of nerve impulse
- Contraction of muscle fibers

Sources:

- Banana, grapes, carrot, potatoes, tomatoes and whole grain cereals
meat, fish, poultry

Iodine:

Functions:

- Growth development and metabolism
- Normal reproduction in human beings

Sources:

- Foods grow in iodine rich soil iodized salt, bread, dairy products
Calcium;
- For healthy bones and teeth
- Helps in muscle relaxation and contraction
- Necessary for nerve function
- Blood clotting
- Blood pressure regulation
- Immune system health

Iron:

- Carries oxygen in the body.
- Needed for energy metabolism.

Sources:

- Organ meat, red meat, fish. Poultry egg yolks, legumes, dried fruits, dark leafy vegetables, iron enriched breads and cereals.

Nutrition requirements of preschool children:

Preschoolers need same nutrients as adults but have lower energy needs, smaller appetites and smaller stomach. They need adequate intake in order to achieve full growth and development. Under nutrition impairs cognitive development as well as their ability to

explore the environment. The average gain in weight during the preschool age is 2 to 2.5 kg each year. But the child gains comparatively more height than in weight. The increased physical activity and the growth taking place during this period necessitates a high intake of nutrients.

Food group requirements to meet recommended Daily Allowances

| Food group | 1-3 years age | 4-6 years age |
|----------------------------|---------------|---------------|
| Cereals and millets(gm) | 120 | 210 |
| Pulses(gm) | 30 | 45 |
| Milk(gm) | 500 | 500 |
| Roots and tuber(gm) | 50 | 100 |
| Green leafy vegetables(gm) | 50 | 50 |
| Other vegetables(gm) | 50 | 50 |
| Fruits(gm) | 100 | 100 |
| Sugar(gm) | 25 | 30 |
| Visible fats & oils(gm) | 20 | 25 |

Sources: Indian Council for Medical Research (ICMR, 2018)

Recommended dietary intake for preschool child

| Nutrients | 1-3 years age (12.9 kg body weight) | 4-6 years age (18kg body weight) |
|-------------|-------------------------------------|----------------------------------|
| Energy | 1060 | 1350 |
| Protein | 16.7 | 20.1 |
| Calcium | 600 | 600 |
| Iron | 9 | 13 |
| Vitamin A | 400 | 400 |
| B- carotene | 1600 | 1600 |
| Thiamine | 0.5 | 0.7 |
| Riboflavin | 0.6 | 0.8 |

| | | |
|---------------|-----|-----|
| Niacin | 8 | 11 |
| B pyridoxine | 0.9 | 0.9 |
| Ascorbic acid | 40 | 40 |
| Folic acid | 80 | 100 |
| Vitamin B12 | 0.2 | 1 |
| Zinc | 5 | 7 |
| Magnesium | 50 | 70 |

Sources: Indian Council for Medical Research (ICMR, 2018)

Healthy Eating




Daily Food Plan



Use this Plan as a general guide.

● These food plans are based on average needs. Do not be concerned if your child does not eat the exact amounts suggested. Your child may need more or less than average. For example, food needs increase during growth spurts.

● Children's appetites vary from day to day. Some days they may eat less than these amounts; other days they may want more. Offer these amounts and let your child decide how much to eat.

| Food group | 2 year olds | 3 year olds | 4 and 5 year olds | What counts as: |
|---|-------------|--------------|-------------------|--|
| Fruits  | 1 cup | 1 - 1½ cups | 1 - 1½ cups | ½ cup of fruit? ½ cup mashed, sliced, or chopped fruit ½ cup 100% fruit juice ½ medium banana 4-5 large strawberries |
| Vegetables  | 1 cup | 1½ cups | 1½ - 2 cups | ½ cup of veggies? ½ cup mashed, sliced, or chopped vegetables 1 cup raw leafy greens ½ cup vegetable juice 1 small ear of corn |
| Grains Make half your grains whole  | 3 ounces | 4 - 5 ounces | 4 - 5 ounces | 1 ounce of grains? 1 slice bread 1 cup ready-to-eat cereal flakes ½ cup cooked rice or pasta 1 tortilla (6" across) |
| Protein Foods  | 2 ounces | 3 - 4 ounces | 3 - 5 ounces | 1 ounce of protein foods? 1 ounce cooked meat, poultry, or seafood 1 egg 1 Tablespoon peanut butter ¼ cup cooked beans or peas (kidney, pinto, lentils) |
| Dairy Choose low-fat or fat-free  | 2 cups | 2 cups | 2½ cups | ½ cup of dairy? ½ cup milk 4 ounces yogurt ½ ounce cheese 1 string cheese |

| BALANCED DIETS (g) FOR PRESCHOOL CHILDREN | | | | |
|--|-----------|-------|-----------|-------|
| Foodstuffs | 1-3 years | | 4-6 years | |
| | V(g) | NV(g) | V(g) | NV(g) |
| AT HIGH COST | | | | |
| Cereals | 100 | 100 | 140 | 140 |
| Pulses | 30 | 20 | 40 | 30 |
| Green leafy vegetables | 50 | 50 | 75 | 75 |
| Other vegetables, roots and tubers | 30 | 30 | 30 | 30 |
| Fruits | 100 | 100 | 100 | 100 |
| Milk | 1000 | 700 | 1000 | 700 |
| Egg | — | 30 | — | 30 |
| Meat and fish | — | 20 | — | 20 |
| Fats and oils | 20 | 20 | 25 | 25 |
| Sugar and jaggery | 30 | 30 | 40 | 40 |
| AT MODERATE COST | | | | |
| Cereals | 120 | 120 | 170 | 170 |
| Pulses | 50 | 40 | 60 | 50 |
| Green leafy vegetables | 50 | 50 | 75 | 75 |
| Other vegetables, roots and tubers | 30 | 30 | 50 | 50 |
| Fruits (tomato or papaya or guava) | 100 | 100 | 100 | 100 |
| Milk | 600 | 400 | 600 | 400 |
| Fats and oils | 20 | 20 | 25 | 25 |
| Meat, fish and eggs | — | 40 | — | 50 |
| Sugar and jaggery | 30 | 30 | 40 | 40 |
| AT LOW COST | | | | |
| Cereals | 150 | 150 | 200 | 200 |
| Pulses | 50 | 40 | 60 | 50 |
| Green leafy vegetables | 50 | 50 | 75 | 75 |
| Other vegetables, roots and tubers | 30 | 30 | 50 | 50 |
| Fruits | 50 | 50 | 50 | 50 |
| Milk | 300 | 200 | 250 | 200 |
| Fats and oils | 20 | 20 | 25 | 25 |
| Meat, fish and eggs | — | 30 | — | 30 |
| Sugar and jaggery | 30 | 30 | 40 | 40 |

Summary:

Preschool children grow rapidly and are active so their energy requirements are high relative to their body size.

Preschool children need nutrient dense foods, providing a good supply of protein vitamins and minerals to support healthy growth and development.

Short answer type questions:

1. Mention the calorie and protein requirement of a preschool child?
2. What are the food sources of vitamin A?
3. What are the functions of vitamin C?
4. List out the sources of B-Complex Vitamins?
5. Write the importance of minerals?

Long answer type question:

1. Write about the nutritional requirements of preschool children?
2. Discuss the need and importance of nutrition for preschool children?



Dental health

Structure:

- Introduction
- Importance of dental care in children
- Types of teeth
- Care of teeth
- Complications during teeth
- Dental cavities
- Prevention of dental cavities

Learning objectives:

After studying this unit, student will be able to

- Understand the importance of dental care in children
- Know how to take care of teeth in children
- Understand the complications during teething
- Know how to prevent dental cavities in children

Introduction:

Preventing cavities is easy and important. Establishing healthy habits in early childhood will create a lifetime of healthy smiles. Teaching children about cavities(early childhood cavities, tooth decay) can help them create healthy lifestyles and prevent tooth pain and oral disease.

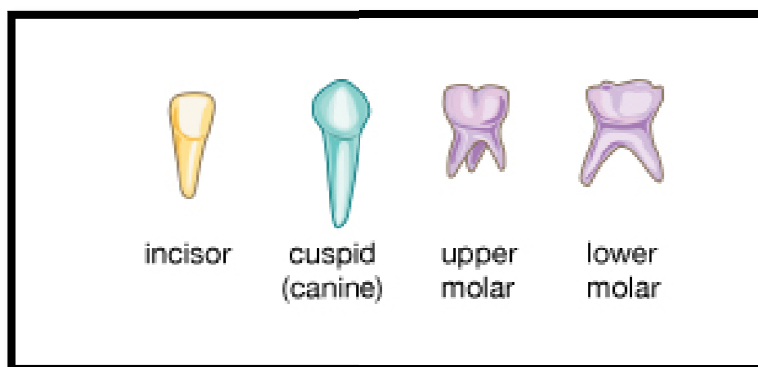
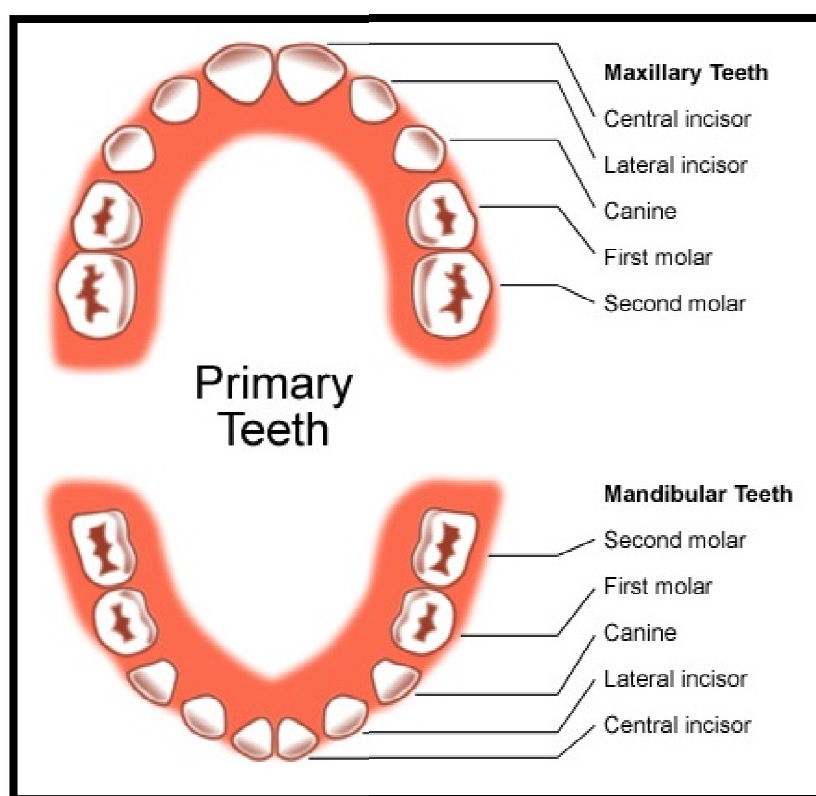
Importance of dental care in children

- Teeth are very important in our everyday life.
- We use our teeth for cutting and chewing our food. They start the digestive process in which our body needs to perform everyday activities
- Teeth are used to help with our speech
- Teeth affect the way we look and feel
- Teeth help us to smile, frown, talk or eat
- They help us to make different facial expression.

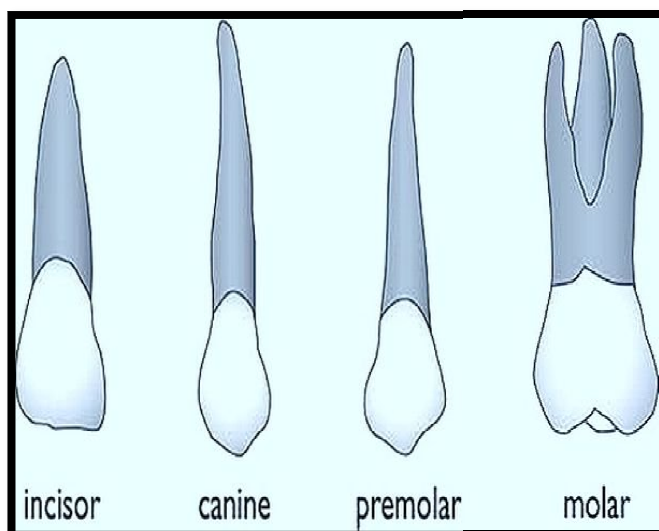
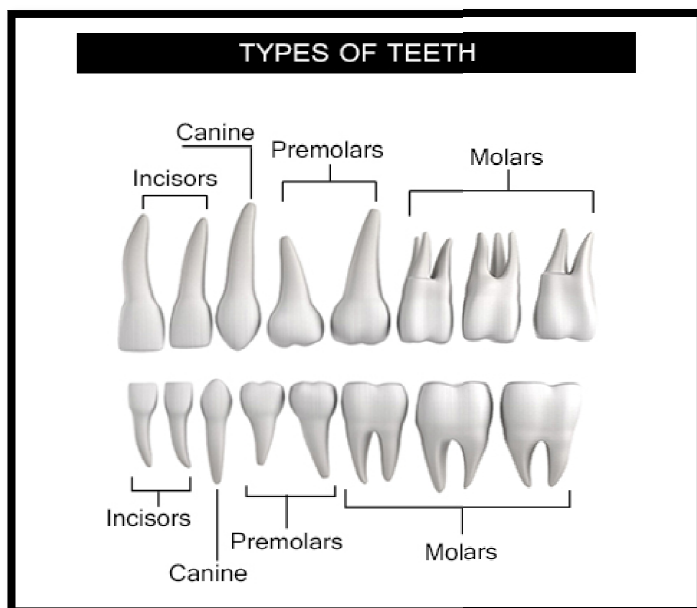
TEETH:

The teeth are important for chewing. In man, 2 sets of teeth are present. The teeth of first set are known as Milk teeth or Primary teeth. And the second set are known as permanent.

The milk teeth are 20 in number. In each of the milk teeth set contains 1 central incisor, 1 lateral incisor, 1 Canine and 2 Molars.



The permanent teeth are 32 in number and contain 1 central Incisor, 1 lateral incisor, 1 Canine, 2 Premolars and 3 Molars in each jaw.



IMPORTANCE OF PRIMARY/ MILK TEETH

Primary or Milk teeth serve a number of important functions. Some of them are:

1. Maintain good nutrition by permitting the chew to chew properly
2. Involved in speech development
3. A health smile can help children feel good about the way they look to others and
4. They save the space for future permanent teeth

COMPLICATIONS DURING TEETHING:

Teething means eruption of teeth into the oral cavity. Teething is associated with gum and jaw discomfort as the tooth moves within the tissue to erupt and emerge through the gum surface. Usually the molars may cause more discomfort due to their larger size.

Local signs:

Swelling of the mucosa

Redness of cheek

Systemic signs:

Crying

Loss of appetite

Sleeplessness

CARE OF TEETH:

Proper care should be taken otherwise the food debris which is present over the teeth may eventually harbour bacteria which in turn causes dental caries.

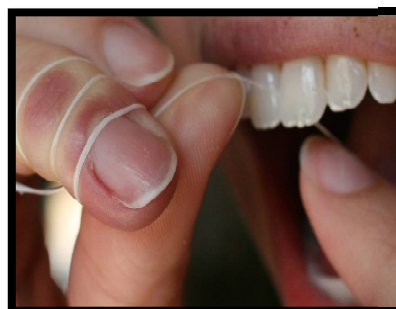
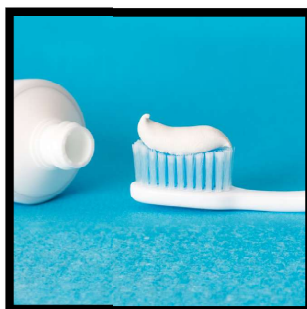
In order to clean the teeth some oral hygiene aids are available. With the help of these aids one can maintain good oral health.

Oral Hygiene aids:

Tooth brush

Tooth paste

Dental floss



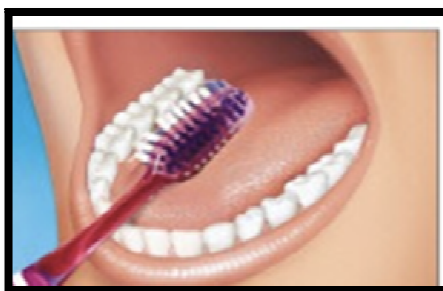
3a Tooth brush 3b Tooth paste 3c Dental floss

Tooth brush:

The overall importance of tooth brushing is to remove food debris and to maintain the oral health. The method of brushing is also important to maintain the oral health. The ideal time to change the tooth brush is 3 months.

Recommended brushing techniques for children:

1. Bring together the upper and lower teeth and place the brush at the junction of lower and upper teeth and make large circular motion over teeth.
2. For the inside also perform the same but with smaller circular motion.
3. For the front teeth make smaller circles.
4. Brushing should be done on the occlusal surface(top part of teeth)

**Tooth paste:**

The use of the tooth paste is very common in these days for removal of food debris along with tooth brush. Tooth paste also helps to remove the bacteria which is present over the tooth surface.

Dental floss:

Dental floss is either a bundle of thin filaments or a plastic ribbon that is used to remove the food which is present in between the teeth. The children should be asked to brush their teeth twice daily in order to maintain proper oral health.

Dental cavities:

In regular usage we call dental caries as cavity. It is the most common disease affecting the human race.

Dental caries should be treated in early stages itself. Otherwise it may cause food lodgement and sensitivity in earlier stage if the condition is prolonged it may cause discomfort, severe pain, swelling and sometimes it may infect the underlying jaw bone. The treatment for dental caries will be based on the stage of the disease.

Prevention of dental caries:

The patient's diet and dental caries activity are related. Dental caries is widely accepted as being caused by the ingestion of carbohydrates, particularly sucrose.

Foods containing sugars:

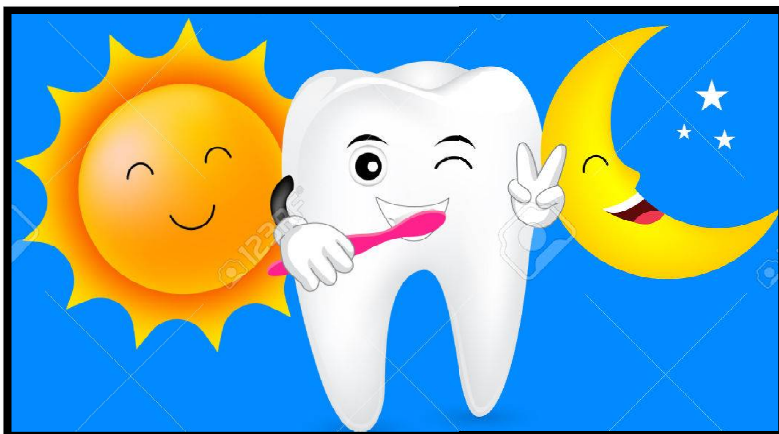
- Soft drinks, fruit drinks
- Sweetened milk and syrups
- Chocolates and cocoa
- Milk shakes and malts
- Cakes, cookies, doughnuts and candies
- Pastries, pudding, muffins
- Fruit cooked in sugar
- Sugar containing chewing gums and caramels
- Frosting and honey
- Cough syrups and drops.



The children should be instructed to gargle the mouth with water after eating especially sugar containing substances.



Take vitamin and mineral rich foods



Brush your teeth twice daily



Visit dentist for every six months

Summary:

Teeth are essential for the survival of an individual. The first tooth usually comes around the age of six months. Milk teeth usually start falling off by about six 6 years with the age with appearance of permanent teeth which are lifelong. Calcium and fluoride are essential for strong teeth. As teeth are very important part of the body they must be looked after carefully.

Short answer type questions:

1. What are the different types of teeth and mention its number?
2. Mention the essential elements for strong teeth?
3. List out the complications during teething?
4. What are dental cavities?
5. List out the food items which are harmful for teeth?

Long answer type questions:

1. Discuss the importance of dental care in children?
2. Write about the care of teeth
3. How do you prevent dental cavities in children discuss?



Health of Preschool child

Structure

4.1 Introduction

4.2 Role of preschool in promoting child's health

4.3 Common communicable diseases in children

Learning objectives

After studying this unit the student will be able to

- Know the role of preschool in promoting child's health
- Understand the meaning of communicable disease
- Know the common communicable diseases in children
- Learn early identification and causes of the communicable diseases.
- Know the prevention & curative aspects of the communicable diseases.

Introduction

Trend in care and nature of children is based on their development needs. Today a child is a unique individual; he or she is no longer considered as a miniature adult. They always need special care to survive and thrive. Poverty, population explosion and environmental stress are great threat towards child health in developing countries. The present concept of health care is on prevention of illness and promotion of health rather than medical care alone.

Diseases are defined as the diseases are transmitted from person to person or from animals to human beings directly through bacteria viruses and their poisonous substances, indirectly through contaminated articles and flies.

A communicable disease is an illness caused by an infectious agent and is transmitted by direct or indirect contact between host and susceptible individual.

Some infectious diseases can be prevented by vaccines. Six killer vaccine preventable diseases are poliomyelitis, tuberculosis, diphtheria, pertusis, measles and tetanus. Other vaccine preventable diseases include mumps, pneumonia, typhoid, chickenpox, malaria etc.

Role of preschool in promoting child's health:

In well-planned preschool children are taught healthy habits to keep oneself healthy.

Children learn through informal talk, stories, and songs. The need for developing proper healthy habits of regular elimination brushing teeth, taking bath, combing hair etc.

Children love to eat in a pleasant, calm atmosphere.

Sick child, stubborn child refuses to eat. The preschool plays a significant role in giving training to such children and develop healthy habits.

Parents should visit preschool quite often and gain awareness about child's food habits

There should be provision for rest and sleep.

Regular health inspection of each child helps to prevent infections in the group.

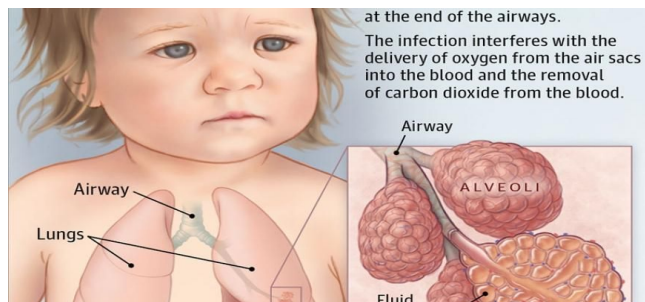
Provision of sick room in the school helps the child to be healthy.

Washing hands legs and face before eating should be inculcated in children.

Physical examination such as vision and hearing tests should be done.

Nutrition education in school is essential to improve children's eating habits to understand the importance of nutrients

Common communicable diseases in children:



Pneumonia:

Pneumonia, inflammation of the pulmonary parenchyma is common in childhood but occurs more frequently in infancy and early childhood. It may be caused by bacteria or viruses. This is most common during winter and early summer and when the child spends more time indoors in closer contact with others, and when the child has cold for several days.

Signs and symptoms of pneumonia:

- ❖ Fever with sweating chills
- ❖ Flushed skin
- ❖ General discomfort
- ❖ Cough
- ❖ Chest pain
- ❖ Nasal flaring
- ❖ Behavior – irritable, restless, lethargic
- ❖ Vomiting, diarrhea, abdominal pain

Diagnosis:

- ❖ Chest x ray
- ❖ CBC

Prevention and treatment:

- ❖ Antibiotics
- ❖ It can be dangerous in malnourished child which is due to staphylococcus
- ❖ Bronchodilators
- ❖ Plenty of fluids
- ❖ Bed rest
- ❖ Highly nutrition diet



Malaria:

The disease is caused by the bite of infected female anopheles mosquitoes. The malarial parasites are transferred to the mosquitoes when it bites a person suffering from malaria. Within few days the parasite develops in the mosquito and when it bites another person it injects the parasite into that person.

Signs and symptoms:

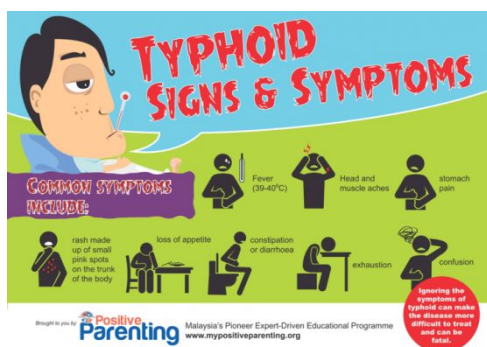
- ❖ Fever normally occurs in alternative days but also occur everyday
- ❖ Headache
- ❖ Nausea, vomiting
- ❖ Chilly sensation
- ❖ Skin feels cold later it become hot flushes
- ❖ Pulse rapid and weak
- ❖ Special kind of parasite called plasmodium falcipasum causes malignant malaria. Which may result in convulsions, unconsciousness and even death

Prevention:

- ❖ Elimination of breeding places
- ❖ Environmental sanitation, proper drainage system
- ❖ Used coconuts should be disordered properly
- ❖ Mosquito nets using repellants, creams and fillies
- ❖ Pouring kerosene in mosquito breeding places
- ❖ Spraying insecticide- DDT.
- ❖ Proper drying of plant pots, removing of water from air coolers
- ❖ Health education regarding taking treatment and spraying houses.

Treatment:

- ❖ Chloroquine is therapeutic dose divided over 3 days.



Typhoid or enteric fever:

This infectious disease usually effects older children and adult unusual below the age of 3 years. It occurs during July, September months. The bacilli are found in water, ice, food milk.

Causes:

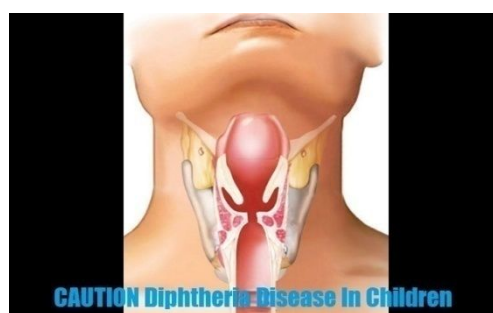
- ❖ Due to unhygienic sanitary conditions-That is open air defected and urination polluted water.
- ❖ Low standards of food and personal hygiene.
- ❖ Ignorance.
- ❖ Patients suffering from typhoid are carries of the diseases

Signs and symptoms:

- ❖ Sudden onset of fever with chills
- ❖ Weakness, headache, cough and sore throat
- ❖ Abdominal pain
- ❖ Constipation or diarrhea may occur
- ❖ Tongue looks coated
- ❖ The patient gets exhausted easily
- ❖ Children with high temperature may have delirium

Prevention and treatment:

- ❖ Typhoid vaccine can be given/immunization
- ❖ Environmental sanitation
- ❖ Promotion of food hygiene
- ❖ Raw foods should not be eaten
- ❖ Isolation of patient
- ❖ Proper diet and drugs can cure the diseases otherwise the chances for relapse are there.



Diphtheria:

This is a bacterial and air borne diseases occurring among small children (0-5 years) it is called by corini bacteria diphtheria.

Symptoms:

- ❖ Sore throat swelling or edema of the neck
- ❖ Dirty white patches develop in the tonsils and may spread to throat.
When it happens it is difficult for the child to breathe
- ❖ Cold, cough, fever
- ❖ Difficulty in swallowing
- ❖ The child looks ill and toxic

Prevention and treatment:

- ❖ Immunizing the child with diphtheria. Pertussis and tetanus (DPT) vaccine.
- ❖ Isolation and prompt treatment.
- ❖ Proper disinfection of all articles and clothes soiled by the patient
- ❖ Identification of carries
- ❖ Health education on spread of diseases.

**Measles:**

It is an acute highly infections upper respiratory tract disease. It is caused by rubella virus through air droplets transmitted by an infected person it effects infants and children between months and 3 years of age. More serve in malnourished children.

Symptoms:

- ❖ Fever
- ❖ Cough and cold with sneezing running nose and throat looks red
- ❖ Redness of eyes, watery eyes.
- ❖ Vomiting or nausea
- ❖ Small bluish white spots occur on the inner surface of the cheek.
- ❖ Rash appears first behind the ears and fever begins to come down.
Cough and lessen.
- ❖ Ear infections respiratory infection growth retardation are other common complications

Prevention and treatment:

- ❖ By giving measles and MMR vaccine
- ❖ Isolation of the child
- ❖ Protection of child eyes from light as it gives pain for the infected person
- ❖ Proper hygiene
- ❖ Disinfection of the nose and throat secretions.

**Mumps:**

It is an infectious diseases characterized by enlargement of the salivary glands. It is common in winter caused by paramixovirus. It is transmitted when an infected person coughs, droplets containing the virus enter into the air and nearby child inhales these particles and

virus passes through respiratory system in the salivary glands. The incubation period is 14 to 21 days.

Symptoms:

- ❖ Fever
- ❖ Sore throat
- ❖ Earache
- ❖ Pain on chewing and tenderness beneath the angle of the jaw
- ❖ Swelling and pain in the joint
- ❖ Nausea, vomiting, headache, body pain, general feeling of weakness
- ❖ Loss of appetite
- ❖ Swelling of the testes in boys and ovaries in girls

Prevention and treatment:

- ❖ Mumps is preventable by giving MMR vaccine.
- ❖ Bed rest is advised until fever and swelling subside.
- ❖ Fermentation to the swollen pail helps to reduce the swelling and pain
- ❖ Liquid diet may help as the child is unable to chew or swallow
- ❖ Local application of heat or cold to salivary glands.



Chicken pox:

It is highly contagious viral infection. Most common childhood illness. This is caused by varicella virus. It is more common during

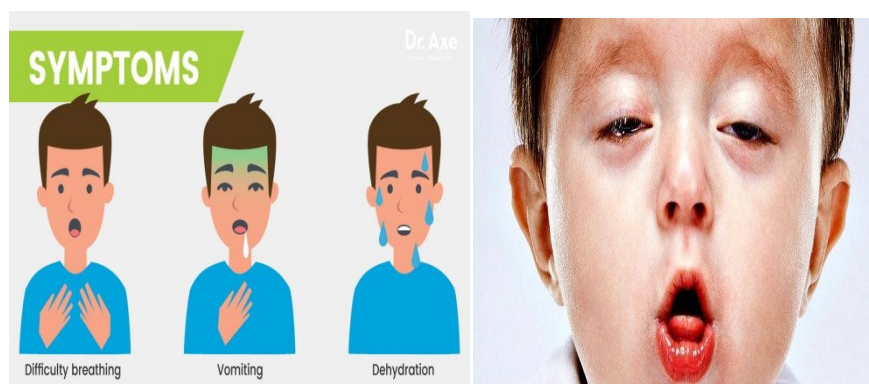
winter and early spring. It is through droplets infection by coughing and also by the spread of scabs one infection gives lifelong immunity.

Symptoms:

- ❖ After the child is exposed to virus it can take ten to twenty one days for the rash to appear
- ❖ Mild to moderate fever
- ❖ Pain in the back
- ❖ Shivering and weakness
- ❖ Within a day or two a few spots appear on the chest or back spread to the face and to the arms and legs which soon look like small blisters
- ❖ Lot of itching and the child may scratch some of the blisters and they may become infected
- ❖ The blisters will crust over and then heal

Prevention and treatment:

- ❖ Vaccine is recommended for children between (12 months to 18 months)
- ❖ Trimming the finger nails and bathing the child 2-3 times a day with a small quantity of bicarbonate soda added to water.
- ❖ Skin to be kept clean
- ❖ Use some lotion to soothe the itching.



Whooping cough

It is a severe respiratory tract infection. It is caused by pertussis bacterium called hemophilic pertussis. It is an air-borne droplet

spread from infected person. It occurs in children between 0- 5years. It is more prevalent in malnourished children. It occurs in all seasons especially in March and April.

Signs and symptoms:

- ❖ In initial stage cold, fever and body pains then cough starts
- ❖ More cough during 2nd week followed by deep inspiration and sound during cough.
- ❖ Vomiting, inability to take respiration
- ❖ Swelling of eye ball, redness in the eyes
- ❖ Bleeding from nose into eye, into lungs and into brain.
- ❖ Infections of the ear

Prevention and treatment:

- ❖ Oxygen and intravenous fluids
- ❖ Small frequent meals and plenty of fluids.

Tuberculosis:

It is specific infectious disease primarily affects the lungs caused by m –tuberculosis and a spread via airborne, droplet when infected person cough sneeze or laugh.

Malnutrition is a predisposing cause to tuberculosis. It occurs equally in urban and rural areas in overcrowded areas and poor hygiene areas.

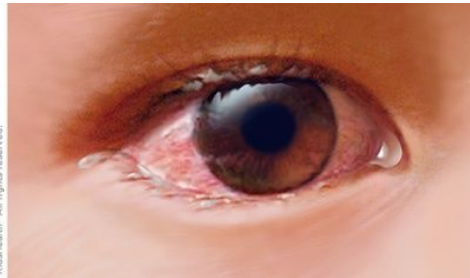
Signs and symptoms:

- ❖ Chronic cough more than 3 weeks
- ❖ Continuous low grade fever
- ❖ Chest pain
- ❖ Loss of weight
- ❖ No proper appetite
- ❖ Persistent cough leads to weakness heavy and fast breathing

- ❖ Manteaux test helps in diagnosis of T.B in children.

Prevention and treatment:

- ❖ BCG vaccine is helpful in prevention
- ❖ Health education
- ❖ Patient should be isolated
- ❖ Boiled milk alone should be consumed
- ❖ The care taker should not suffer from T.B
- ❖ Good diet is essential for quick recovery.



Conjunctivitis:

It is a mild infection of the membrane covering the eye. It is very common called conjunctivitis or pink eye children are effected easily. It is highly contagious (spread rapidly in schools and day care) the cause may be a viruses or bacteria

Symptoms:

- ❖ Swollen conjunctivitis
- ❖ More tears than usual
- ❖ Thick yellow discharge that crusts over the eyelashes especially after sleep
- ❖ Itchy eyes
- ❖ Burning eyes
- ❖ Blurred vision

Prevention and treatment:

- ❖ Keep the child away from a dusty environment
- ❖ Wash hands often with soap and warm water for least 20 seconds.
- ❖ Avoid rubbing or touching eyes with clean hands wash discharge from eyes.
- ❖ Wash pillow cases, sheets, wash clothes and towels often in hot water and detergent.
- ❖ Do not use swimming pools.



Scabies:

Scabies is an easily spread skin disease caused by a very small species of mite. Which stays in the burrows of skin where blood is not able to reach. It is spread by direct contact with infected people. Affected child goes on scratching and the skin becomes infected

Symptoms:

- ❖ Itching, especially at night
- ❖ Rashes, especially between the finger
- ❖ Sores on the skin from scratching and digging
- ❖ Thin pencil mark lines on the skin
- ❖ In young children, head, neck shoulders palms and soles are involved,

Prevention and treatment:

- ❖ Prescribed medicated creams are commonly used
- ❖ Hot water bath daily taking special care to scrub the inter species.
- ❖ Extra nails have to be trimmed
- ❖ Children should be allowed to sleep separately and his clothes washed separately
- ❖ Sulphur or benzyl benzoate lotion from neck to be and antibiotics are helpful in preventing secondary infection.

**Infantile paralysis:**

It is an acute infectious of the human alimentary tract, but may affect the brain, spiral cord and nerves resulting in paralysis. Man is the only reservoir of the infection. Feces and osopharyngeal secretions of infected person especially young children.

Symptoms:

- ❖ Fever, headache, diarrhea, vomiting and drowsiness.
- ❖ The warning signals are pain, weakness, stiffness of the neck and back.
- ❖ Paralysis of the affected limb.
- ❖ When brain is effected the child can have fits and loss of consciousness

Prevention and treatment:

Polio can be prevented by creative immunization of all infants and children. The vaccine is oral polio vaccine. It is given orally in 3 days at **monthly intervals starting when the child is 6 weeks of age**

Summary:

Diseases caused by the infectious agents and transmitted by others by direct or indirect contact. Main diseases are chickenpox, T.B, diphtheria, mumps. Parents and teacher have knowledge regarding the identity preventing and treatment of these diseases.

Short answer type questions

1. What is a communicable disease?
2. How do you eradicate malaria?
3. How do you prevent typhoid and measles?
4. Mention the symptoms of tuberculosis?
5. Write the causes of pneumonia?
6. What is triple vaccine?
7. What is conjunctivitis?
8. What is scabies?
9. Mention the symptoms of chicken pox?

Long answer type question

1. Explain the role of preschool in promoting child's health?
2. Discuss the symptoms and causes and prevention of whooping cough and tuberculosis?
3. Write short note on the following
 - Conjunctivitis
 - Scabies



Behaviour problems

Structure:

- Introduction
- Definition or meaning of behavior problem
- Causes of behavior problem
- Different types of behaviors problem

Learning objective:

After studying this unit student will be able to:

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

Introduction

No child grows up without exhibiting some problems behavior or other at some time or another. When the usage to grow is inhibited, checked or thwarted the child reacts with assertion of this independence, resentment or rebellion against the interfering person or circumstances. Expression of the difficulty, annoyance or frustration is different in different children however behavior problems normal for a child should not be ignored.

Definition or meaning of behavior problem:

The term behavior problem is used to designate a deviation in behavior from the one expected or approved by the group.

Problem behavior is the behavior which makes life difficult and unsatisfactory for the child and his parents. It refers to any abnormal behavior or response that is not accepted in society.

It is an act directed towards a specific object or person with intent to hurt or frighten

Bracken Ridge and Vincet (1965) consider behavior problems as those forms of behavior which indicate that something is wrong with the child himself or with the environment in which he lives.

According to Varma (1964) behavior problem is nothing but a deviation from the accepted pattern of behavior on the part of an individual in society.

Causes of behavior problems:

- Genetic weakness or defect that makes him vulnerable to stress.
- Conflict between basic drives and a forbidding environment
- Learning difficulties
- Difficulty in inter personal relationship with teacher and peers.
- Brain damage
- Malnutrition
- Unhealthy or inconsistent discipline style
- Poor attitude toward education or schooling



Different types of behavior problems:

- Aggression: Aggression is a behavior characterized by strong self-assertion with hostile or harmful tone. It may be directed to oneself at others, at animals or at property they can be verbal or physical.
- Preschoolers who have not successfully developed age appropriate strategies for regulating aggressive behavior are at high risk for engaging in chronic aggressive and antisocial behavior.

Causes

- Mood disorders.
- Frustration.
- Impulsivity.
- Conduct disorder.
- Injury.
- Family structure, family stress.
- Relationship with orders.
- School environment.
- Genetic & or temperamental influences shaped by experience.
- Ineffective parenting styles.
- Violence in media .
- Living in violent neighborhood.

Prevention:

- Create a safe environment.
- Set firm and consistent limits.
- Help child find new ways to deal with his/her anger.
- Instill self-control in child.
- Avoid encouraging toughness.
- Don't spark as a form of discipline.
- Control your own temper

- Find a creative outlet
- Give comfort and affection
- Reward good behavior
- Set an example
- Respond quickly
- Teach responsibility



Jealousy:

It is strong negative emotion and has negative impact on child's personality. Every child needs the security of the love of his parents and teacher

Causes:

- Excessive pampering will make a child feel superior to other when he comes across a better than him he may feel jealous and insecure
- Comparison
- More concerned and protective parents may make child feel list and develop the feeling of jealousy from the is who are more confident than him
- Unhealthy competition
- Over controlling or authoritarian parenting
- Skills or academic jealousy some excel in sports some in academic
- Siblings jealousy

Signs and symptoms:

- When the child feels jealousy he may become overly possessive about everything not only be restricted to materialistic things but also about his parents, siblings and friends
- Child may compare his skills belonging and other things with other children. If he lacks he may exhibit displeasure and throw tantrums.
- Child may become aggressive, turn into a bully, isolate himself and stay aloof exhibit a helpless attitude

Prevention:

- Jealousy cannot be completely prevented
- Minimize the feeling and convert into other feeling that are painless and constructive
- Prepare the child psychologically to receive the new arrival
- Spend sufficient time with all children
- Make him feel secure and wanted



Thumb sucking:

If the infant is not content with his need for sucking he continues thumb sucking. These are the manifestations of feeling of insecurity.

This has soothing and calming effect. This habit stops by about 5 years. Thumb sucking has little effect on the dental alignment beyond 5 years it may cause change in the roof of the mouth or the way the teeth are lining up. Pediatrician must be consulted for the treatment.

Causes:

- When the child is tired, bored, lonely
- Tired, hungry or sleepy
- Frustrated
- Bottle feeding babies are more often thumb suckers than the breast fed babies due to need for sucking, need for love, cuddling assurance

Prevention:

- The best way to prevent this habit is by fulfilling his need for sucking during infancy by allowing the child to suck the breast or bottle for sufficient time.
- Never remove the child abruptly while sucking.
- Providing some games and being with them for sufficient time.
- One should never scold children or punish them or forcefully remove the thumb. This would further damage them. This would further damage them emotionally.
- Give love, attention, pleasure
- Find child's need and provide them as far as possible.
- Don't comment on thumb sucking or taking fingers out their mouth.
- Don't tie their finger or smear them with bitter medicine.

Nail Biting:

Common in female than male because of anxiety and hostility and excitement. Usually anxiety causes the child to bite the nail. Cuticle or skin margins of the nail bed and surrounding nail tissue.

As it is painful, the child wants to punish himself in order to cope up with hostile feelings towards parents

Causes:

- High expectations of the parents
- Curiosity
- Boredom
- Stress relief
- Imitating habits of others
- Genetics

Prevention:

- Don't nag or punish.
- Help her when she wants to stop.
- Talk about breaking habits.
- Help the child become aware of the habit.
- Offer an alternative.
- Pacify anxieties.
- Trim nails regularly.
- Reward positive behavior



Pica:

It is an eating disorder characterized by the competitive and Exercise ingestion of both food and nonfood substance. Food picas include in the excessive eating of ordinary foods unprepared food substances such as coffee grounds or uncooked cereals.

Nonfood picas include the ingestion of substances such as clay, soil, stones. Laundry starch, paint chips, ice, hair papers and rubber.

Causes:

- Due to anemia and war infestation.
- Zinc deficiency.

Prevention:

- Divert the attention of the child.
- Do not threaten the child.

**Hair pulling:**

It refers to hair pulling disorder called trichotillomania in which the child feels a persistent, excessive usage to pull out his or her own hair

Causes:

- Boredom.
- Anxiety.
- Frustration.
- Depression

Prevention:

- Don't leave the hair without binding when sitting before the child.
- Divert the attention of the children
- Engage children in play
- Give the children some at work to keep them busy

Negativism:

As child grows he goes through a normal development stage of being negative. They resist even when they don't know what they mean. It is behavior characterized by the tendency to resist direction from others and the refused to comply with requests.

Prevention:

- Make few demands on the child as far as possible and make sure the demands are reasonable.
- Don't disturb the child in the middle of an interesting activity and don't expect the child to do as you say immediately
- Prepare him a head of time by saying when you have finished that picture it will be time for rest



Temper tantrums:

Temper tantrums are a normal part of child development. These are not ordinarily a sign of severe emotional or personality disorder. They are violent emotional outburst usually in respond to frustration.

Frustration, tiredness and anger children may screams, cry, thrash roll on the floor, throw things and stamp their feet during a tantrum, the child may become red in the face hit or kick, hold breath, crying bouts. Unrealistic expectations and rigid rules and make child feel trapped

Causes:

- Frustration, tiredness and hunger are the most common causes
- Children may scream, cry, thrash , roll on the floor, throw things, and stomp their feet during a tantrum
- If distraction does not stop the tantrum, the child may have to be removed from the situation

Prevention:

- Give plenty of positive attention
- Try to give preschooler some control over little things
- Keep off-limits objects out of sight and out of reach
- Distract the child
- Help kids learn new skills and succeed
- Consider the request carefully when your child wants something
- Know your child's limits

**Stealing:**

Stealing is taking things that belong to others without their permission. It is common in young children because they tend to be self-centered and feel that it is all right to take what they want from others. The concept stealing occurs between 5 to 7 years. By this time they understood ownership and realize that taking things that belong to others is wrong.

Causes:

- Poor impulse control.
- Want adults attention
- Not taught that stealing is wrong
- Imitate parents
- Lack family closeness and feel neglected stolen object serve as the substitute for love
- Suffering from abuse and need help
- Parental divorce moving to new school neglected by peers
- Thrill
- Children except loneliness, detachment, boredom and low self esteem

Prevention:

- Stealing is wrong
- Teach the concept of ownership
- Complement and reinforce honest behavior in children
- Remain calm
- Do not label the child bad or a thief
- Limit the opportunity for theft

Masturbation:

It means playing with sex organs or stimulating the genitals with hands. He does it as a natural exploration curiosity, boredom, need for love, comfort and security

- Local irritation of genitals- skin infection napkin rash, vulvo-vaginitis
- Don't punish the child
- Don't shame him
- Don't tie his hands
- Don't threaten him or don't be too anxious
- See that he has plenty of interesting things to do. Answer his questions freely and frankly
- Never fail to love him
- Help him to make friends
- Provide opportunities for free play
- They are unhappy about something like pacifier taken away
- It is self-stimulation of the genitals for pleasure and self-comfort. They may rub themselves with a hand or other objects
- During masturbation a child appears dazed flushed and preoccupied

It occurs when a child is sleepy, bored watching T.V or under stress

They masturbate because they feel good to stop pressure:

- Ignore masturbation at naptime and bedtime.
- Distract or discipline the child for masturbation at other times
- Approach preschool staff
- Increase physical contact your child extra hugging and cuddling
- Common mistake don't punish the child

Young children are very curious about their bodies and find masturbation pleasurable and comforting

Prevention:

- Give alternative tension releases
- Employ a substitute teacher
- Give wise council
- Avoid scare tactics
- Notion public pleasure

**Bed wetting:**

Enuresis is wetting the bed involuntarily at night and occasionally during the day even beyond 4 years

Most after children outgrows the habit between 12-16 years of age but a few of them continue even into adult life

Causes:

- Psychological enuresis too strict parent
- Too late, improper training physical factors warm infestation, genitor urinary infection
- An early sign of diabetes
- Getting dreams in which he imagines he is urinating toilet
- Constipation which can cause extra pressure on the bladder from rectum

Prevention:

- Genital and neurological examination should be done
- Make the child pass urine before going to bed
- Assure the child not to worry and it will stop as she grows older

Role of parents in dealing with behavior problems

One of the biggest challenges parents face is managing difficult or defiant behavior on the part of children

- Do what feels right what you do has to be right for your child, yourself and the family
- Don't give up
- Be consistent
- Try not to overreact
- Talk to your child
- Be positive about the good things
- Offer rewards
- Avoid smacking
- Ignoring is the best way to handle tantrums
- Patience

Summary:

Some children have difficult and challenging behaviors that are outside the norm for their age. This results from temporary stressors in a child's life might represent disorder. Boys have more behavioral disorder than girls.

Short answer type questions:

1. What is meant by behavior problems?
2. List out the causes of behavior problems?
3. Mention the behavior problems noticed in preschool children?
4. What is pica?

Long answer type questions:

1. Write short notes on the following?
 - Negativism
 - Stealing
- 2.) Discuss briefly about any two behavior problems in preschool children?



First aid and safety measures

Structure

- Introduction
- Definition of first aid.
- Importance of first aid.
- Contents of first aid box.
- Providing child safe preschool environmental.

Learning objectives:

After studying this unit the student will be able to

- Know the definition of first aid and understand the importance of first aid box.
- Know the contents of first aid box.
- Know the importance of safe preschool environment.

Introduction

A sudden or unexpected illness or injury initially caused by individual is known as first aid. It is mainly done to prevent or minimize complications even before medical health can be given.

Definition:

Help given to a sick or injured person until full medical treatment is available. First aid is the immediate care providing to the victim by non-expert of an accident or sudden illness

(or)

It is defined as the immediate action we take when the child is injured or suddenly fell ill before going to the doctor or it is the initial

Importance of first aid

Rules to be followed while doing first aid:

- Do things in an order.
- Rescue the victim as early as possible.
- Don't allow crowd around the casualty.
- Call ambulance to shift the victim to referral center/hospital.
- Do first things first.
- Restore respiration and circulation of casualty.



Contents of first aid box:

- a) First aid manual.
- b) Emergency telephone list.
- c) Cotton balls and cotton tipped swabs.
- d) Cold packs or ice bag.
- e) Bandages of all sizes.
- f) Gauze pad.
- g) Gloves.
- h) Hand sanitizer.
- i) Glaze bandages.
- j) Penlight.
- k) Petroleum jelly.
- l) Rehydration solution.
- m) Scissors.
- n) Burnoil ointment.
- o) Iodine.
- p) Pain killers.
- q) lopermide in case if diarrhea.
- r) Adhesive tape.
- s) Thermometer.
- t) Tweezers
- u) Emergency blanket.
- v) Distilled water.
- w) Eye wash and eye bath.
- x) Safety pins.
- y) Disposable sterile gloves.
- z) Plasters of different sizes and shapes

Providing safe environment in preschool:

The surroundings of the preschool must be safe for children. It should include:

- The space should be child safe.
- Space should be arranged wisely.
- Children play should be checked regularly.
- No man holes and open drainages.
- Ground should be even free from stones, pebbles.
- Classroom should be in ground floor. It should not be slippery.
- Food safety guidelines should be given.
- Medicines, chemicals should be kept in cupboard and locked.
- Play material should be according to children's age and abilities.
- Enough toys should be there.
- Plug points should not be within the reach of children.
- Furniture should be safety.
- Furniture should not have sharp edges.

Summary:

First aid is the help given to the sick or injured person before the arrival of the doctor. Preschool teacher must take adequate care in maintaining the contents of first aid box. A peaceful, safe and congenial environment is essential for child's growth.

Short answer type question:

1. Define first aid?
2. List out the contents of first aid box?

Long answer type question:

1. Discuss about the child safe preschool environment?



Glossary

1. **Aggression:** hostile action or feeling that is intended to injure especially those who cause frustration. The behavior may be physical or verbal directed, either at others or self.
2. **Antibiotics:** substances which destroy or stop the growth of bacteria, and are therefore used to overcome infection.
3. **B.C.G:** bacillus Calmette–Guérin an immunizing agent used against tuberculosis or vaccine used to develop protection against tuberculosis.
4. **Bed wetting:** passing of urine during sleep.
5. **Carbohydrates:** a food which furnishes energy.
6. **Chicken pox:** an acute infectious disease in which rash can be seen on the face and body.
7. **Communicable disease:** a communicable disease is an illness caused by an infectious agent.
8. **Diphtheria:** serious viral disease.
9. **Disease:** the abnormal functioning of a body organ.
10. **Enuresis:** bed wetting.
11. **Incubation period:** time between the moment when an individual is exposed to a disease and the appearance of symptoms of that disease.
12. **Jealousy;** a complex emotional state, involving a sentiment of envy towards another due to the affection that individual shows to a third person
13. **Masturbation:** achievement of sexual satisfaction by self stimulation or producing the sex organs by manipulating or other artificial stimulation of the genital organs
14. **Measles:** an infection disease usually associated with a generalized rash , cold, cough, sore eyes and high fever
15. **Nail biting:** a nervous habit, generally observed in children
16. **Negativism:** a form of aggressive withdrawal involves refusal to obey

17. **Protein:** a food which builds and repairs the body
18. **Temper tantrum:** showing extreme anger, screaming etc
19. **Tuberculosis:** infectious disease which usually affects the lungs

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PRE-SCHOOL TEACHER TRAINING

II YEAR

PART-B, VOCATIONAL COURSE

PAPER-I THEORY

EARLY CHILDHOOD CARE AND EDUCATION

Periods/Week :05

Periods/Year:110

Time Schedule Weightage And Blue Print

| S.No | Name of Unit | No.Of Periods | Weightage In Marks | Short Answer Questions | Essay type Questions |
|------|--|---------------|--------------------|------------------------|----------------------|
| 1 | ECCE(Early Childhood Care & Education)- 1.1:Meaning & Concept-Main Features, Strategy of Implementation,1.2: Pre-School Period-Significance of pre-school years-Characteristics of pre-school children-Developmental needs and developmental tasks. Interest in Self – Identity, Surroundings & Culture. | 25 | 10 | 02 | 01 |
| 2 | Development during Early Childhood period. (4 to 6 years) Physical development-Pattern and factors influencing Physical development. Motor development- Pattern and factors influencing motor development. Emotional development- Pattern and factors influencing Emotional development. Social Development- Pattern and factors influencing Social development. Cognitive development- Pattern and factors influencing Cognitive development. Speech development- Pattern and factors influencing Speech development | 25 | 18 | 03 | 02 |
| 3 | Concept development Importance and learning of various concepts -Size-Shape-Colour-Weight- Time-Number, Season, | 20 | 14 | 01 | 02 |

| | | | | | |
|---|---|------------|-----------|-----------|-----------|
| | Human-Body, and Social concept: | | | | |
| 4 | Pre-School 4.1: Creative Talents – Various Types 4.2: Definition-Categories and stages of Play. Factors influencing play. | 20 | 10 | 02 | 01 |
| 5 | Pre-school education Importance and need for pre-school education.-Aims and objectives of pre- school education. | 10 | 08 | 1 | 1 |
| 6 | Disciplining children Importance of discipline-Methods of disciplining the child. | 10 | 8 | 1 | 1 |
| | Total | 110 | 68 | 10 | 08 |

PRE-SCHOOL TEACHER TRAINING

II YEAR

PART-B, VOCATIONAL COURSE

PAPER-II THEORY

ORGANIZATION AND MANAGEMENT OF PRE-SCHOOL

Periods/Week :05

Periods/Year:110

Time Schedule Weightage And Blue Print

| S.No | Name of Unit | No.Of Periods | Weightage In Marks | Short Answer Questions | Essay type Questions |
|------|--|---------------|--------------------|------------------------|----------------------|
| 1 | Pre-school planning programmes Principles involved in planning Pre- school programme-Types- Short term and long term planning-Importance of teacher's talk-Importance of rhymes/ songs- Importance of stories-importance of creative activities –Importance of Science experiences – Importance of field trips - puppetshow/dramatization. | 20 | 18 | 03 | 02 |
| 2 | Infrastructural facilities for pre-Primary Schools: Physical setup- Selection of site- Building requirement- Selection and care of equipment | 15 | 08 | 01 | 01 |
| 3 | Methods of pre-school education 3.1: Importance of method of teaching, 3.2: Methods of Pre- School Education 3.2.1:Kindergarten 3.2.2: Montessori 3.2.3: Play Way 3.2.4: Story-Telling . | 15 | 14 | 01 | 02 |
| 4 | Management of Pre-school Staff Pattern and qualifications- Importance of Records and Reports- Budget - Income and expenditure | 20 | 08 | 01 | 01 |
| 5 | Pre-school teacher Characteristics of Pre-school teacher- Responsibilities of Pre- school teacher- | 20 | 08 | 1 | 1 |

| | | | | | |
|---|--|------------|-----------|-----------|-----------|
| | Need for Parent teacher co-operation. | | | | |
| 6 | Organizations working for Pre-school education. —NIPCCD-objectives and activities — NCERT- objectives and activities — ICDS— objectives and activities UNICEF- objectives and activities — CARE- objectives and activities | 20 | 12 | 03 | 01 |
| | Total | 110 | 68 | 10 | 08 |

PRE-SCHOOL TEACHER TRAINING

II YEAR

PART-B, VOCATIONAL COURSE

PAPER-III THEORY

PARENT EDUCATION – NUTRITION AND HEALTH

Periods/Week :05

Periods/Year:110

Time Schedule Weightage And Blue Print

| S.No | Name of Unit | No.Of Periods | Weightage In Marks | Short Answer Questions | Essay type Questions |
|------|---|---------------|--------------------|------------------------|----------------------|
| 1 | Parent Education Meaning and importance of parent education- Methods of Parent education- Parent teacher meetings. | 20 | 08 | 01 | 01 |
| 2 | Nutrition for Pre-School Children Need and importance - Nutritional requirements of pre-school children. | 20 | 08 | 01 | 1 |
| 3 | Dental Health Importance of dental care in children-Care of teeth-Prevention of dental carries. | 20 | 08 | 01 | 01 |
| 4 | Health of Pre-school child Role of Pre-school in promoting child's health- Common communicable diseases- symptoms, causes and prevention of:— Pneumonia— Malaria— Typhoid— Diptheria— Measles— Mumps— Chicken Pox— Whooping Cough— Tuberculosis— Conjectivitis— Scabies | 20 | 18 | 03 | 02 |
| 5 | Behavioral Problems Common behavior problems - symptoms, causes and prevention of Aggression— Jealousy— Thumb sucking— Nail biting— Pica - Hair pulling— Negativism— Temper Tantrums— Stealing— Masturbation— Bedwetting. Role of parents in dealing with Behavior Problems | 20 | 18 | 03 | 02 |
| 6 | First-aid and safety measures. Importance of first aid-Contents of first aid box-Providing child safe preschool environment | 10 | 08 | 01 | 01 |
| | Tota | 110 | 68 | 10 | 08 |

PRE-SCHOOL TEACHER TRAINING
II YEAR
PAPER I EARLY CHILDHOOD CARE AND EDUCATION

TIME: 3 Hours

Max. Marks: 50

SECTION-A

Note: (I) Answer all the Questions

(ii) Each Question carries 2 marks

10X2=20

1. Mention the main features of ECCE.
2. List out the factors influencing emotional development.
3. Write any four development tasks of preschool children
4. What is meant by concept?
5. Define Play
6. Write any two points about the need for preschool education.
7. What is discipline?
8. Mention the speech defects of preschool children.
9. What is Motor development?
10. What is solitary play?

SECTION-B

Note: (I) Answer any five Questions

(ii) Each Question carries 6 marks

5X6=30

11. Write about the characteristics of preschool children?
12. Explain the factors influencing Cognitive development?
13. Explain the pattern of Social development in preschool children?
14. Write about the 'size' and 'time' concepts of preschool children.
15. What are the different methods of discipline? Write about the best method.
16. Explain the factors influencing play in children.
17. Explain the aims and objectives of preschool education?
18. Write short notes on the following
 - (a) Weight concept
 - (b) Social concept.



PRE-SCHOOL TEACHER TRAINING II YEAR

PAPER II ORGANIZATION AND MANAGEMENT OF PRE-SCHOOL

TIME: 3 Hours

Max. Marks:50

SECTION-A

**Note: (I) answer all the Questions
(ii) Each Question carries 2 marks**

10X2=20

1. How do you take care of equipment in a preschool?
2. What is Didactic apparatus?
3. Write any two responsibilities of a preschool teacher.
4. Mention any four creative activities.
5. Mention the types of puppets.
6. Expand NIPCCD and NCERT
7. Mention the services provided by ICDS.
8. What are the objectives of CARE?
9. Write the values of dramatization.
10. Mention the qualifications of a preschool teacher.

SECTION-B

**Note: (I) Answer any five Questions
(ii) Each Question carries 6 marks**

5X6=30

11. Write about the building requirements of a preschool
12. Explain the principles of Montessori system of preschool education
13. Explain the importance of records and reports in maintaining a preschool.
14. Explain the characteristics of a preschool teacher.
15. Write about the principles involved in planning a preschool program.
16. Write about UNICEF.
17. Write about the types of planning.
18. Explain the importance of stories in preschool program.



PRE-SCHOOL TEACHER TRAINING
II YEAR
PAPER III PARENT EDUCATION – NUTRITION AND HEALTH

TIME:3 Hours

Max. Marks:50

SECTION-A

Note: (I) Answer all the Questions
(ii) Each Question carries 2 marks

10X2=20

1. What is parent education?
2. What is the importance of green leafy vegetables in a preschool child's diet?
3. What are the different types of teeth and mention its number.
4. Write the symptoms and causes of Whooping cough.
5. Write the symptoms of Typhoid.
6. What is pneumonia?
7. What are the causes of thumb sucking?
8. What are the causes of stealing?
9. What are the contents of first aid box?
10. How do you prevent Jealousy in preschool children?

SECTION-B

Note: (I) Answer any five Questions
(ii) Each Question carries 6 marks

5X6=30

11. List out the methods of parent education. Explain about any one
12. Write the nutritional requirement of preschool children
13. Write the importance of dental care in children
14. Write about the role of preschool in promoting child's health
15. Discuss the causes and prevention of temper tantrums in preschool children.
16. Write short notes on the following:
 - (a) Tuberculosis
 - (b) Malaria
17. Write the role of parents in dealing with behavioral problems in children.
18. How do you provide safe environment for a child in a preschool??

