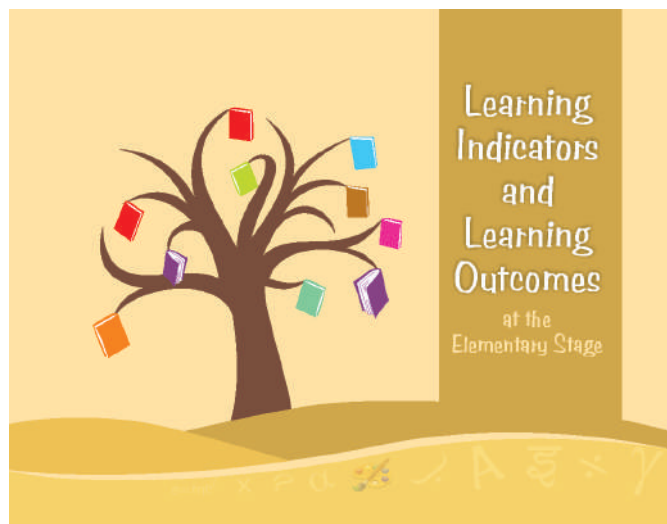


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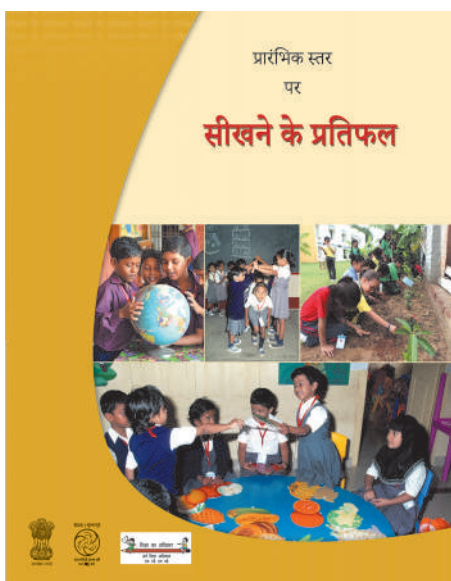


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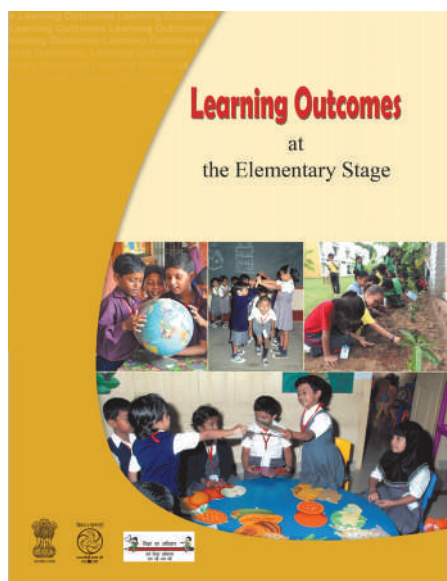
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The Preschool Curriculum



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एन सी ई आर टी
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राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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MESSAGE

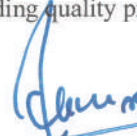
In the last decade, there has been an accumulation of research evidences from a number of disciplines, that investment in early childhood education significantly improves a child's health, learning ability, future earnings, and life expectancy. Early exposure to learning and development of healthy habits lay down a strong foundation for holistic education and their capacity to contribute meaningfully to the society.

Based on the findings of research, theories of child development and initiatives of the government, NCERT has developed "The Preschool Curriculum" with inputs from subject experts, academicians, teachers, and teacher educators. The document was placed in the public domain to seek comments and feedback from the stakeholders, SCERTs, and state education departments. All relevant suggestions were incorporated in the document.

The curriculum has been designed for three years of preschool before Class I, which highlight the significance of early years, definition, vision, aim, and objectives of preschool education. Key concepts and skills to be developed in children, pedagogical processes to be used by the teachers, and early learning outcomes for Preschool I, II and III are also defined in ways that are compatible with the natural learning and behaviour of young children in this age group.

This document fulfils a long standing need for preschool curriculum which is holistic, joyful, and aims at maximising individual's potential leading to strong foundations for lifelong learning. It also intends to develop socio-emotional qualities, healthy attitude, and skills of critical thinking, collaboration, communication and creativity.

I hope that this curriculum will provide a direction to the preschool teachers, parents, community members, educational planners, and state functionaries in providing quality preschool experiences to children.



(Ramesh Pokhriyal 'Nishank')



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FOREWORD

Quality early year experiences are crucial for the growth and development of children. Research shows positive impact of quality early learning experiences on school adjustments and learning levels of children in later schooling. During the early years, the child's brain develops at its fastest pace, social and personal habits are formed quickly, and the foundation is laid for the child's subsequent all round development in life.

For enhancing the learning levels of students at the elementary education stage, it is essential that all children are provided preschool experiences of good quality. Providing quality preschool education is one of the goals covered under the 2030 Agenda for Sustainable Development. It is vital to invest in these early years by ensuring an emotionally supportive and stimulating play-based environment for every child, which is not only the right of each child but also a way to provide sound foundation for their life.

It is in this context that NCERT has come out with two documents—*Guidelines for Preschool Education* and *The Preschool Curriculum* to help the teachers, administrators, policy planners and other stakeholders in providing quality preschool education. The guidelines provide the parameters for infrastructure, qualifications and salary of preschool staff, admission process, records and registers to be maintained, monitoring and supervision, and importance of coordination and convergence with community and parents.

The curriculum has been designed for three years of preschool before Class I, which highlights goals, key concepts or skills, pedagogical processes and early learning outcomes for Preschool I, II and III. It also suggests ways of planning a preschool programme, classroom organisation and management, assessment, and building partnership with parents and community.

The documents are a result of collective efforts of subject experts, teachers and teacher-educators. It is suggestive and can be adopted and adapted by the States, UTs and other stakeholders as per need. The Department of Elementary Education shouldered the responsibility of developing both the documents. The efforts put in by the department are appreciated.

The documents were shared with the SCERTs, State Education Departments and other stakeholders. Their views and suggestions on both the documents were invited. We are thankful to all those who gave their suggestions. We welcome comments and suggestions to bring further improvement in the quality and usability of this document.

Hrushikesh Senapaty
Director

New Delhi
October, 2019

National Council of Educational
Research and Training

ABOUT THE CURRICULUM

The present document is designed in a progressive manner for three years of preschool education before Class I, for children between the age of 3–6 years. The content of this document is based on developmentally appropriate approaches and it defines the vital role of preschool teachers and parents in connecting the key concepts and skills, goals, pedagogical processes and practices, and ultimately leading to the achievement of early learning outcomes.

The document is divided into nine chapters

- Chapter 1:** Discusses the significance of early years, definition, vision, aim, objectives, characteristics of preschool children and the guiding principles for the present curriculum.
- Chapter 2:** Highlights some concerns related to early learning which need to be addressed for quality improvement in preschool education.
- Chapter 3:** Provides the description of curriculum goals, key concepts and skills to be developed in children, pedagogical processes to be used by the teachers and early learning outcomes for Preschool I, Preschool II and Preschool III.
- Chapter 4:** Provides the information for designing child-friendly learning environment. This includes how teachers create activity area in the classroom, organise individual, small group and large group activities, arrange classroom displays, seating arrangements and make adaptations for children with disabilities.
- Chapter 5:** Discusses various pedagogical approaches for curriculum transaction, programme planning and its effective implementation.
- Chapter 6:** Discusses different methods of observing and assessing children, recording, collecting information and linking it to the achievement of early learning outcomes.
- Chapter 7:** It suggests the ways for monitoring and supportive supervision for ensuring the quality of preschool programme.
- Chapter 8:** Discusses the benefits of quality partnership with parents and community and various ways of involving parents in the preschool programme. It discusses educating parents about care and nurturance of children, aspects of child development, importance of early years for development and preschool pedagogy.

Chapter 9: Highlights the importance of linkages between preschool and primary school and discusses how linkages can be established for smooth and successful transitions.

This document provides a comprehensive picture of quality preschool programme. We hope the present Preschool Curriculum will help the teachers to create an enabling environment in the classroom where they can help children play, learn and be happy. It is hoped that the curriculum will guide the teachers and support them in planning and executing the developmentally appropriate activities.

Suniti Sanwal
Member Coordinator

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1

SIGNIFICANCE OF PRESCHOOL EDUCATION

It is the right of every child to be provided opportunities for all-round growth and development to realise their full potential. The early years are the most significant years for human growth, development and learning for all children including those with special needs due to disability conditions. Research in neurosciences has highlighted that this is the stage for rapid and extensive brain development. Environmental conditions during early years substantially affect the growth of children's neural pathways. Providing optimal 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. 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 3–6 years age group are the pre-requisites for later success in school and life. Through creative play, well thought out games with suitable adaptations for children with special needs, and developmentally appropriate activities, children develop their working memory, focus their attention and acquire self-control. These skills of executive functions and self-regulation provide children with the foundation which

help them become confident and efficient learners in the later years. They also learn to accommodate naturally the differences (learning styles) among themselves.

It is also important that children should be provided emotionally supportive and enabling environment to develop safe and secure relationship with teachers. Children need to feel free to explore, express, learn and build positive self-concept. Research shows that participation in preschool programmes is beneficial because it leads to improved outcomes, including better nutrition, health, and education in both short and long run. Moreover, from an economic point of view, investment in preschool programmes offers a high pay-off in human capital making a strong case for public intervention. Preschool programmes not only benefit children and families, but also reduce social inequality, and benefit communities and societies at large.

Hence, providing adequate opportunities for stimulating experiences favourably 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 inquire, explore and discover a great deal

about themselves and establish attitudes and competencies related to the learning that stay with them for life. It also aims to integrate the various domains of development with the expected learning outcomes in ways that are compatible with the natural learning behaviour of young children in this age group.

1.1 Definition of Preschool Education

Preschool education is the education imparted to children in 3–6 years age group. It is the first stage of organised education. Preschool education is also known as pre-primary education. It is provided in any of the settings, such as *anganwadies*, nursery schools, preschools, preparatory schools, kindergartens, montessori schools and pre-primary sections in government and private schools.

1.2 Vision of Preschool Education

Preschool education envisions promoting access to universal, equitable, joyful, inclusive and contextualised learning opportunities for ensuring holistic development of all children between 3–6 years of age. These can be ensured by involving parents and teachers in providing an emotionally supportive, culturally rooted, child-oriented, and stimulating learning environment. It aims at maximising individual potential by creating strong foundation for lifelong learning through play and developmentally appropriate practices. It also intends to develop healthy attitude, good values, skills of critical thinking, collaboration, communication, creativity, technology, literacy and socio-emotional development. It ensures smooth transition from preschool to primary school, thus, enabling children for a productive and satisfying life in future.

1.3 Aims of Preschool Education

The overarching aims of preschool education are:

- providing strong foundations for all round development and life-long learning.
- preparing the child for school.

1.4 Objectives of Preschool Education

- To ensure child-friendly environment where each child is valued, and respected, feels safe, and secure and develops a positive self-concept.
- To enable a sound foundation for good health, well-being, nutrition, healthy habits and hygiene.
- To enable children to become effective communicators and foster both receptive and expressive language.
- To help children become involved learners, think critically, be creative, collaborate, communicate and connect with their immediate environment.
- To enable a smooth transition of children from preschool to primary schools.
- To work as partners with parents and community to enable each child to flourish.

1.5 Characteristics of Preschool Children

At the preschool stage, children are curious and excited about colours, shapes, sounds, sizes and forms around them. The child's ability to experience the world gets richer and more differentiated over the years. This early learning takes place as a part of communication with adults and peers 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 concepts and ideas. Children begin to handle their own feelings and emotions, learn sharing, turn taking and cooperating with peers. Children begin to tell others when they are happy or sad. They also develop their self-concept.

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

1.6 Guiding Principles for Preschool Curriculum

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

- **Learning is continuous and cumulative:** Learning begins at birth and continues over life. Since children learn through senses and stimulations, the early care and stimulation have a cumulative impact on their development. It is imperative that children, including those with special needs, are provided with optimal stimulation in the early years.
- **Evidence from neuroscience proves that early learning matters for later outcomes:** Neurobiological research shows that pathways set in the very early years of a child's life programme the ways in which children learn. While genetics plays an important role in the way a brain is structured, it is often a child's early experiences that are crucial in determining how the brain will eventually be shaped.
- **Each child is different and grows, learns and develops on one's own pace:** Although all children largely follow the same sequence of development, each child is unique and acquires abilities and skills at one's own pace. A good preschool programme respects different abilities and individual pace of development of children and ensures that all children develop physically, socially, emotionally, morally and intellectually to their full potential. The curriculum follows Developmentally Appropriate Practices (DAP) that are appropriate to their age, stage and context to promote children's optimal learning and development. It suggests the use of multiple teaching strategies to address the needs of children at different developmental stages.
- **Play and activity are the primary context of learning and development:** Play and activity are the best medium for preschool education. They offer opportunities to explore, experiment, manipulate and experience the environment, thus, children construct their knowledge. The curriculum suggests play activities, having a balance between different kinds of play, such as free and guided, active and passive, indoor and outdoor,



individual and group and structured and unstructured. A substantial part of play should provide opportunities for self-initiated play or activities which emerge from children's interest and choices.

- **Responsive and supportive interactions with adults are essential to children's learning:**

Children learn through the relationships they have with their parents, families, caregivers, teachers and communities. Nurturing relationships help children become secure, confident, curious, and communicative. These relationships and interactions help children learn how to control their emotions and relate to others in socially appropriate ways.

- **Children learn by being provided the environment for experiential learning:** Children learn through active and direct experiences with their environment, which helps them to construct their knowledge with interaction and guidance from teachers and peers. Learning sustains when it is constructed. At early stage, children start exploring the next level of information and the spiral continues. It needs to be ensured that children are provided developmentally appropriate materials, experiences, and challenges in order to help them construct their own knowledge. The process also involves repetition of tasks, guidance from teachers and more knowledgeable



peers so that each child reaches one's potential and is able to do the task independently.

- **Interactive teaching enhances learning experiences:** Interaction (child-child, child-teacher and child-material) is the most significant aspect of quality preschool education. The interaction between children, the range of environmental and cultural experiences, along with meaningful dialogues, helps children build a solid knowledge foundation and prepares them for formal schooling.
- **Development and use of indigenous material enhances learning opportunities:** Use of available indigenous resources helps in providing early stimulation and education to children. It also preserves indigenous values and other aspects of cultural background vital for cultural identity. It provides opportunities to the teachers, children, caregivers and community to contribute in active and constructive teaching-learning process.
- **Responsiveness to the context and appreciation of diversity support learning:** It is essential that programmes identify the strengths and abilities of all children to ensure that learning opportunities are maximised. All children need to be fully included in every educational experience and activity. Children with disabilities may need more individualised instructions

in order to develop and learn the required skills, behaviours and concepts. Since socialisation is an important goal of preschool education, children should be given ample opportunities to interact with others during play, group activities and various forms of conversation.

- It is important to ensure that all children have access to learning opportunities regardless of their race, ethnicity, gender, sexual orientation, ability, disability, language, culture, religion and social or economic condition. Curriculum decisions should value and include the knowledge perspectives, cultural backgrounds and experience each child brings to the preschool. Opportunities should be provided to develop intercultural and intergroup understanding and value diversity.
- **Mother tongue or home language should be the medium of instruction:** Language is closely linked to children's identity and emotional security that helps them to freely express their thoughts and feelings. However, language of instruction is a complex issue in a multilingual country like

ours, where children may come into the preschool with a home language which may be different from the preschool or regional language. Research also demonstrates that children who attend preschool programme conducted in their mother tongue face fewer problems of comprehension. Teaching through children's mother tongue or home language, is also internationally recognised as the most appropriate way of working with children in the early years of concept formation. In case, there are more than one language as mother tongue, teachers may allow as many languages as are in the classroom to be used for expression while gradually exposing the child to school language. There is a need to provide all children with an exposure to sign language. It helps to lay the foundation for inclusion.

- **Family involvement contributes to learning:** Involvement of parents and family contributes to the learning and development of children. The preschool curriculum recommends participation and involvement of families in preschools as well as at home.

2

SOME CONCERNS RELATED TO EARLY LEARNING AND DEVELOPMENT

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

2.1 Handle Variations in Learning

In a class where children vary in their learning abilities and learning style, the teacher must:

- moderate the learning environment for meeting varied learning needs of the children.
- focus on what children need to learn or how they will get access to the information.
- design activities in which children engage to make sense of or acquire the content.
- culminate projects that enable children to rehearse, apply and extend what they have learnt in a topic.
- allow children to work in different groups—sometimes with children at same level of readiness or with mixed-

readiness groups, with children having similar interests or with children having different interests, with peers who learn as they do, or randomly, and often with the class as a whole.

- divide the whole group into two groups with varying abilities and ages. While the younger age group of children with emerging abilities is engaged in free play, the teacher conducts the guided activities with the older age group of children with higher abilities. After a period of 20 minutes, the teacher can conduct guided activities for the younger age group with emerging abilities while the older age group children are engaged in free play. Thus, the teacher will be able to manage the varying abilities and age groups through developmentally appropriate activities.

2.2 Manage Multi-age Grouping

The multi-age groupings benefit both younger and older children in the classroom. In such heterogeneous groups, children learn from each other and thus, facilitate cooperative learning skills. Therefore, a class of multi-age group children may be managed to get maximum benefits from them and for them. For handling multi-level learners, who have variations in their learning levels, 'differentiation' may be followed to manage multi-age group children.

- The teacher must start with moderating the learning environment for meeting varied learning needs of children.
- Then, she should focus on what children need to learn or how they will get access to the information.
- Further, she should design activities in which children engage in order to make sense of or master the content.
- She should also culminate projects that enable children to rehearse, apply and extend what they have learned in a topic.

2.3 Ensure and Encourage Gender Equality

Preschool can be a better place to break the gender stereotypes. Hence, the teacher must:

- demonstrate equal and appropriate expectations from boys and girls by providing equal attention, respect and equal opportunities.
- select books, plays and other activities free of gender bias.
- avoid language that limits a gender and use gender-neutral labels.



- use stories, songs, activities and facilitation aids that depict girls and boys, including some with special needs, in the same roles as men and women in all professions. Both women

and men should appear as leaders, heroes and problem-solvers, etc.

- regularly sensitise parents to support these practices at home. It is important to help them understand and stop discrimination.

2.4 Avoid Early Formal Instructions

Early focus on developing knowledge, skills and cognitive abilities in children harms their ability to develop a positive attitude, disposition for learning, be reflective, be inquisitive, be inventive, be resourceful and a problem-solver. A teacher must:

- focus on building concepts and strengthening competencies and skills. To achieve this, she/he must discourage formal system of teaching-learning. Instead, she/he should provide opportunities where children demonstrate curiosity and creativity towards activities and new material or concepts.
- rote-based, teacher-directed learning, which is devoid of meaningful context with undue pressure on the child to perform, is harmful.

2.5 Ensure Careful Inclusion of Children with Disability

Encouraging the development of children with disabilities through 'early intervention' minimises learning difficulties and

accelerates child development. It also reduces the expenses by minimising the need for special education services. Early intervention includes a system of services tailored to suit individual needs, that aims to help children directly and also through providing support to their parents. Early intervention can be offered in several forms:

- Speech and language therapy and using hearing aids can help in improving hearing.
- Physiotherapy can help in the development of motor skills, such as balance, sitting, crawling and walking.
- Assistance technology equipment that a child may need.



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

- carry out the early developmental screening of all children and identify their strengths.
- understand the significance of early identification and intervention.
- make adjustments in the physical environment to ensure it is barrier-free.
- make curriculum flexible and accessible to children with different impairments.
- develop appropriate assessment and evaluation procedures.
- build capacity and empower all stakeholders to revisit their own attitudes and work towards changing them, if required. Gradually encourage them to use positive terminology when working with children with disabilities.
- use age-appropriate play and learning material.
- sensitisation, orientation, training and counselling of parents and community should be done.

3

THE CURRICULUM

Children are born with an incredible capacity and desire to learn. It is important that children are provided with rich experiences through play and activities that develop critical thinking and problem-solving and understanding about themselves which are age and developmentally appropriate. Pedagogical practices must include activities and experiences for all domains of development, such as, cognitive, socio-emotional, language and literacy, physical-motor and creative and aesthetic, which are interlinked. Ample opportunities should be provided to explore, understand, experiment, experience and transform information into meaningful content and skills.

This curriculum has been developed with an assumption based on empirical and theoretical understanding that children are generally ready for preschool by the age of 3 years. This curriculum has been designed in a progressive manner for 3 years of preschool education before Class I, between the age of 3–6 years.

While there is a broad universal sequence of development, yet, there are differences among children in terms of their prior experiences that children bring to preschool, their context and abilities. Typically, there is also a difference of about

a year in the age of children in the same class, bringing in a lot of diversity into the classroom. Therefore, the curriculum should be transacted with adequate flexibility to accommodate this diversity and should not be seen as rigidly tied down to a particular chronological age of children. The curriculum needs to be customised by the teacher at any given point of time for meeting diverse learning needs of any age group.

Given the children's age and the fact that they are likely to be away from home for the first time, considerable time may be allotted for free play to develop a sense of liking for the new environment and people. This will form the basis for gradually moving them on to more structured activities.

The present curriculum covers the three broad goals, key skills and concepts to be developed, pedagogical processes to be used by the teachers and the early learning outcomes to be achieved by the children at the end of Preschool I, Preschool II and Preschool III.

3.1 Goals of Preschool Education

Learning and development in children is holistic, it advances in the areas of health, cognition, personal and social development and well-being simultaneously. Children

learn at different times, in different ways and at different rates. The aim of preschool education is to facilitate optimum development of child's full potential and lay the foundation for all-round development and lifelong learning. The curriculum addresses all the domains of development through the following three broad goals:

Goal 1: Children Maintain Good Health and Well-being

The early childhood years are of critical importance for laying the foundation for optimal physical, socio-emotional and psychological health and well-being of children for life. These are the years when children, given the right opportunities and encouragement, are developing the five senses, strengthening their larger and finer bones and muscles and refining their eye-hand coordination, which is also one of the prerequisites for being able to write. Alongside, their sense of identity and social skills are developing, as they initiate and engage in more and more play-based activities with other children. The engagement is initially in pairs and then gradually in smaller and then larger groups as they learn to play, work and live with others in harmonious ways. They also begin to appreciate how each one of them is different and how these differences need to be not only accepted but also respected.



Most important of all, children need to experience a sense of autonomy and confidence in their own growing abilities and achievements and develop good health



habits leading to a good physical health and development of self-esteem and a positive self-concept, which if appropriately nurtured, will stay with them for life. The learning and play experiences should be engaging as well as challenging for children. The experiences should be such which enable them to experience more of success than failures. This approach would help them inculcate an interest in learning new things, engage and persevere on new and routine tasks, and regulate their own emotions and efforts, all of which are skills that contribute to success and well-being in life.

Ensuring Appropriate Experiences and Opportunities

Children in preschools should be given adequate and regular opportunities for engaging in interesting and age-appropriate outdoor play activities involving larger muscle development, such as, catching, running, jumping, skipping, balancing, etc. Alongside outdoor play, the daily plan for a preschool should provide time and opportunity for free indoor play with materials in activity areas, such as block play, manipulative play, art activities which will help to nurture their creativity,

imagination and also strengthen eye-hand coordination.



Play activities should be contextually relevant and planned progressively from simple to complex to allow for challenge and yet be achievable for most children with same effort, while also catering to individual needs.

Free play activities provide opportunities for children to make choices and take decisions and also understand others' rights and perspectives. Moreover, these support the development of pro-social behaviour in children, like waiting for one's turn, sharing, helping others, identifying own and other's emotions and experiencing compassion and empathy.



Following one's interest and choice enables children to develop skills of self-regulation, perseverance on task and good work habits. Activities, like meal time and

toilet breaks allow for good health habits to be formed, such as, hand washing, oral hygiene, eating nutritious food, eating slowly, drinking clean water, keeping the surroundings clean, etc.

The teacher should ensure adequate, accessible, safe, age-appropriate and clean indoor and outdoor space and equipment or materials for children to engage in free and guided outdoor and indoor play. Suitable modifications can be made for children with special needs, with inputs from parents and others working with children. The adequacy should be enough to engage all children but in a rotational manner, so as to also encourage development of social skills in them, like sharing and waiting for one's turn, ensuring all children are included and playing and negotiating with them.

A teacher's role should be that of a planner and facilitator who should plan a balanced programme conducive to children's shorter attention span and need for movement, while allowing for flexibility in the schedule, as and when needed. They would be required to



keep in mind the goals and objectives of preschool while designing activities and be able to prepare a conducive, attractive and inviting environment for children to engage with materials, other children and with them. The teacher should utilise by citing play and meal opportunities to encourage good work habits in children, like putting away materials after playing, not dirtying the room, etc. An effective teacher would be friendly and interactive with all children, ask questions regarding their play and activity individually to help them extend their thinking and encourage conversation, but not be intrusive or directive in her approach, to allow for children's initiative and imagination to flourish. Most importantly, the teacher must be encouraging and appreciative of each child's efforts so as to give the child a sense of confidence and boost self-esteem.

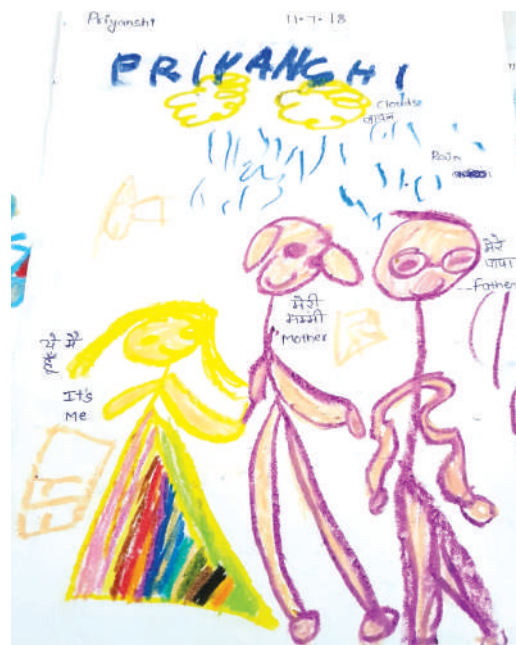
Goal 2: Children become Effective Communicators

By the time three-years old come into a preschool in monolingual cultures, they have typically already begun to communicate their needs, likes and dislikes orally in their home language, which is also the school language. In more literate families, children are from infancy (0–2 years) exposed to books and reading through storytelling by elders or by seeing others reading as role models. The preschool curriculum is, therefore,



required to build on all these early experiences and exposure and further children's communication skills so that they can orally share their thoughts and feelings or describe their experiences more effectively. It also ensures that children are able to receive and share information and develop higher order skills—critical and creative thinking. They gradually learn to read and write with comprehension in that language. However, this scenario is possible only in contexts where the medium of instruction or interaction in preschools and schools is the same as the child's home language, in which the child has already gained some competence at preschool entry.

Given our country's multilingual context, we have a large number of children whose home language is different from the medium of instruction in school or preschool. These include contexts such as that of tribal languages or dialects of regional languages and increasingly now the contexts of english medium preschools where children in most cases come in with



no or little familiarity with oral english. Starting children on reading and writing without ensuring their oral language-base results in children learning to read mechanically through simple decoding, but without much comprehension. Since all school subjects are language-mediated, this early learning gap inevitably has an adverse impact on children's later performance in school.

In addition to this challenge, we have a large number of children who are first generation learners and do not have an environment of literacy at home. They may not have seen books or had anyone reading to them or have a vague concept of print, text or meaning and value of reading and writing activity. When exposed to literacy activities in preschool or school, children from these contexts are unable to connect meaningfully with this experience and fail to develop an interest or motivation to learn and succeed in this area. In today's era of technology, there are chances of children being familiar at a very early age with mobiles than with books. Given these challenges, a pedagogical shift is required in approach towards language and literacy.

Enabling children to orally communicate with ease and competence in the preschool or school language, become print aware, understand or make a meaningful connect with reading and writing in familiar

contexts, develop interest in books and in learning to read is essential. It becomes the hallmark of early initiation of children at the preschool stage into developing their oral language skills and skills of reading and writing. In addition, helping children learn to decode text with ease and focus on developing phonological awareness and sound, and visual association becomes important.

Ensuring Appropriate Experiences and Opportunities

The above shift in pedagogy requires the teacher to not address literacy in isolation, but hand-in-hand with the development of oral language skills in children by creating for them a stimulating bilingual environment in the classroom. The two must be seen as interdependent as language competence facilitates reading with ease, and comprehension and the more a child reads, the better becomes the child's vocabulary. It is most important, however, to give due respect to the language children bring from home, since a child's identity and early experience is linked with the home language and it must be valued. Using children's language alongside the school language by adopting a bilingual approach, facilitates comprehension and learning and smoothenes the transition to the school language. Children learn to communicate effectively if they are given ample opportunities and encouraged to talk, listen, share and narrate their experiences with gestures to other children and adults in a relaxed, non-critical and stress-free environment. Teachers should, therefore, create democratic and bilingual or multilingual classroom environments. They need to plan activities that allow requiring different forms of language usage or for different purposes, for example, story making, conversation, experience sharing,



asking and answering questions or even dramatising a story. This will provide children an effective and broad-based oral language foundation, help expand their vocabulary and become confident in expressing themselves.



For initiation into reading and writing, teachers could design activities that help children connect writing with familiar day-to-day activities, such as, making a shopping list, or by simultaneously writing a story being constructed by children on the blackboard so that children understand that print is the written form of spoken words. Ensuring a print-rich environment all around the children in the class—be in the form of captions, labels and instructions or their own name tags will help them develop print awareness. Activities for helping children develop phonological awareness, i.e., identifying sounds within the environment or identifying or recognising patterns of sounds within words, identifying beginning and end sounds of words and associating visual images or shapes/letters with sounds, all provide children effective tools for learning to read and write later. Reading story books aloud or book browsing experiences in activity corners should be informal and enjoyable with access to a wide range of reading

materials, including comics, magazines and story books with progressively more and more text being introduced along with pictures. If children demonstrate make-believe reading or attempt decoding or reading of some sight words on their own, that is a sound indicator of their interest and should be encouraged. Moving forward from reading-aloud stories to shared reading with teacher in whole class, small groups or individually will help children become independent readers as they come into the early primary grades.

Goal 3: Children become Involved Learners and Connect with their Immediate Environment

The young child is curious and enchanted with the world—its colours, shapes, sounds, sizes and forms. But most of all she/he is enchanted with the people—with the immediate caregivers and others. This ability to connect with others and to share feelings with them lays a special basis for learning—the cultural social basis of human learning.



The children in the preschool years begin to understand the world around them by making sense of it as they ‘see’ it. If a set of five pencils is laid out in a way that it is spread apart and covers more space and another set of five is placed close together but covers less space, the pre-schoolers

will tend to see the latter as having less pencils although the number is the same! They are governed by the space covered as they see it and not by the concept of number which is still developing.

A major goal of preschool education is, therefore, to help children move towards more logical thinking by helping them graduate from their perception-bound to more concept-based understanding. This gets addressed by helping children form concepts related to the world around them through direct experience and interactions with the physical, social and natural environment. A sound framework for planning their learning experiences to understand the environment could be to help them develop understanding or knowledge for the environment, through the environment and of the environment.



Mathematical Thinking and Reasoning

Mathematical thinking and reasoning is an important sub-domain of cognitive development. The foundation for this

abstract rule-based thinking gets laid through activities that are meaningful for the child. Mathematical thinking involves thinking about objects and their quantitative and spatial relationships without thinking about their specific characteristics or qualities. To begin with, a sense about these relationships emerges and based on these, the patterns and the more abstract concepts develop. During early childhood, we can see a path of development for the foundation ideas of mathematics—from what are known as pre-number concepts related to a sense of quantity, size, distance, length, width, weight and height to number sense of arithmetic or algebraic ideas and from sense of shape and space to geometrical ideas. The preschool curriculum addresses this progression, the pedagogy for which is again experiential, though mediated by language.

Ensuring Appropriate Experiences and Opportunities

Children's learning in the cognitive domain needs to be facilitated through development of their five senses and encouragement of the 3E's, i.e., Exploration, Experimentation and Enquiry, based on children's prior knowledge and immediate context.

For this, it is important for the teacher to herself have an enquiring mind and the



patience to allow children to learn from and experience the joy of experimentation and discovery. The teacher should also familiarise herself/himself with the children's geographical and social background to be able to relate with new knowledge or experience to it.

Ideally, the teacher should be able to take children outside the class and help them interact directly with the world outside. However, in cases where this is not feasible, she/he should design activities which will enable children to experience the concepts within the limitations of the classroom space, the best she/he can. For example, she/he can bring in different vegetables and fruits and allow children to taste, feel, touch these and discuss their experiences. The teacher can help children understand germination of seeds by bringing their pots and nurturing their little plants inside the classroom. Similarly, some activities like asking children to draw their own family tree in consultation with parents help them form the concept of a family and, thus, understand the social world better. At every stage, the basic learning principles of moving from the known to the unknown, from simple to complex and from familiar to unfamiliar help children anchor their learning on a strong footing. While teachers may design and introduce many of these activities and experiences for children as guided activities, the concepts will get further reinforced and refined through children's free play activities with blocks, manipulatives or in the doll's or book's corner and through interactions with peers and others, both within and outside the preschool.

Children often develop a dislike or fear of mathematics since they do not see the relationship of mathematical concepts with the environment. It is, therefore, very important to introduce the pre-number

and number concepts in a similar mode as other environmental concepts by relating these to the daily life of the children, so that they begin to see meaning in them, and this will result in not only better learning but also develop in them an interest in learning mathematics. Mathematical concepts and vocabulary can be introduced or reinforced also through stories, rhymes and other play-based activities.

The teacher may begin with introducing the pre-number concepts as foundation experiences through a range of guided activities requiring different cognitive skills, such as matching, classification and seriation as applied to these concepts. For example, seriation activities could range from asking children initially to place in order objects at three levels with respect to size or length and then moving them further to five levels to increase the complexity.

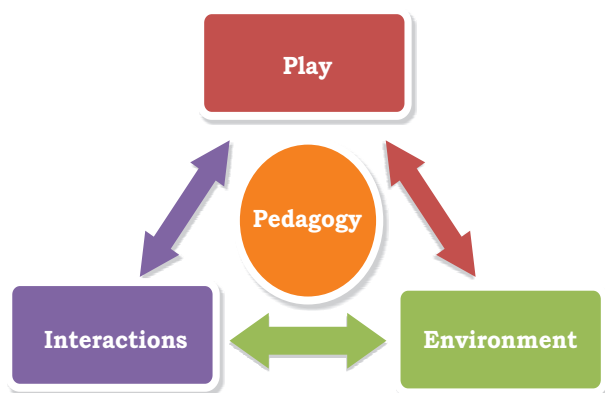


This process will give children an adequate conceptual base for further learning of concept of numbers and shapes, again following a similar process and relating concepts of number or shapes to the children's immediate environment.

Key Concepts and Skills: The key concepts or the skills have been outlined under each

goal, which the teachers needs to focus on while transacting the curriculum that aims at holistic development of the children. Teachers are expected to ensure that each concept or skill is addressed repeatedly in a variety of ways during curriculum transaction.

Pedagogical Processes: Pedagogical processes are the strategies to be used by the teachers to transact the curriculum in such a way that children construct their learning by exploration, investigation, problem-solving and critical thinking.



Pedagogy refers to the set of instructional techniques and strategies, which enable learning to take place and provide opportunities for acquisition of knowledge, skills, attitudes and dispositions within a particular social and material context.

It is important to keep in mind that there are three components of pedagogy in early childhood—play, interactions and the environment which must be addressed during curriculum transaction.

3.2 Play

Play is at the heart of how young children learn. Through play, children demonstrate what they are learning, what they are interested in and what they are concerned about. Play is universally regarded as a child's way of learning. They love to play and are happy when they are given

freedom to explore and experiment through play. The preschool curriculum should give a great deal of emphasis on play as a medium that provide opportunities to children to interact with the environment and with one another in order to construct knowledge.

Play can be free play and guided or structured play. Free play is initiated by children and adult supervision is minimal whereas guided play is initiated by the teacher with special learning objectives in mind. When children are observed during play, teachers know the present level of knowledge and understanding of children and identify the areas of intervention so that children can be guided to the next level of development.

3.3 Interactions

Adults, children's peers, older children and siblings are important and integral in the playful learning process. There are three types of interactions—peer interaction, adult interactions and material interactions.

Peer Interactions

Engaging with other children in play provides an important context for learning where children observe and imitate and build on what they observe. They gain social and emotional skills when they share, solve problems, coordinate with other children and create their own games. Children learn self-regulation when they learn to wait for their turns and play rule-based games.

Material Interaction

Children interact with a variety of materials during free and guided play. It needs to be ensured that the material is appropriate for child's age and developmental levels and provides opportunities for children to play and interact, solve problems and innovate together with other children. The

materials in the activity areas can have things like crayons, dolls, artificial fruits and vegetables, blocks, puzzles, beads, measuring cups and spoons, cubes, buttons, measuring tape, weighing scales, doctor's sets, props for dressing up, books, crayons, clay, etc. All these stimulate children to indulge into pretend play.

Adult Interactions

Through materials and interaction, teachers and parents can help children identify associations with and make connections to previously-learned skills. Adults guide children and arrange environments to support the learning process. Teachers play a significant role in expanding learning through the implementation of intentionally planned and developmentally appropriate curriculum.



3.4 Environment

Children are in constant interaction with their environment. They want to touch everything they see. This is how they learn.

Through a variety of activities and material, children explore the physical, social and natural environment by manipulating objects, asking questions, making predictions and developing generalisations. The learning environment for the children should be welcoming, safe and predictable, offer variety of developmentally appropriate material for children to explore and experiment independently. All children, especially those with special needs, develop positive self-image and self-confidence when they are appreciated, encouraged and responded to.



3.5 Early Learning Outcomes

Early learning outcomes are the expectations for the learning and development of young children. In other words, what children should know and be able to do at the end of each year. Teachers need to align content, pedagogy, activities, experiences and opportunities for play, exploration, discovery and problem-solving in order to achieve the learning outcomes.

PRESCHOOL I

Age: 3–4 Years

Note:

- (1) *There is no one to one correspondence between key concepts, suggested pedagogical processes and early learning outcomes. The entire goal has to be seen as a whole.*
- (2) *These learning outcomes have been developed with an assumption that the first language/ language of instruction in preschool would be the home language or the regional language. English should be introduced as the second language.*

Goal 1: Children Maintain Good Health and Well-being		
Key Concepts/ Skills	Pedagogical Processes (What a teacher could do)	Early Learning Outcomes
<ul style="list-style-type: none"> • Awareness of self • Development of positive self-concept • Self-regulation • Decision-making and problem solving • Development of pro-social behaviour like caring, sharing, collaboration, compassion and respect for other's feeling and rights • Development of healthy habits, hygiene, sanitation and awareness for self-protection • Development of gross motor skills (walking, running, jumping, hopping, crawling, climbing, rhythmic movement, throwing, catching, kicking) • Fine motor skills and eye-hand coordination (threading, tearing, pasting scribbling, drawing, colouring printing, moulding, paper folding etc.) 	<p>Providing Opportunities and Experiences for:</p> <ul style="list-style-type: none"> • Knowing about themselves, their body parts and family members • Knowing the names and understanding the relationships through different games and activities for example, clapping name and friendship walk etc. • Recognising their role in different settings and their value for example through celebration of birthdays and appreciate and display their contribution/ work • Free conversation and free play where children can express themselves such as playing on playground (climbing, swinging, running, drawing, colouring, painting etc.) • Engaging children in interesting activities and talking to them to make them feel comfortable and adjusted • Games and activities having simple rules and instructions such as freeze dance, follow my clap, loud or quiet etc. • Turn taking games and activities such as listen and move, finger game etc. • Drawing, painting, colouring etc. • Solving problems and resolving conflict (during role-play, small group activities and solving puzzles) • Free play where children get opportunity to play independently and in groups such as puzzle solving, pegs and outdoor games etc. • Stimulating social interactions among children. 	<ul style="list-style-type: none"> • Begins to state some physical characteristics, about self • Identifies close family members • Participates in the activities and takes initiative • Waits for their turn while playing or during activities and follows simple rules • Expresses emotions through verbal and non-verbal modes (gestures, drawing etc.) • Makes choices and expresses preferences • Resolves minor conflicts with the help of adults • Expresses joy while working and playing with other children • Helps other children, cares and shares belongings with them • Begins to understand differences among people (on the basis of ethnicity, culture, and abilities and disabilities) and demonstrates sensitivity to diversity

<ul style="list-style-type: none"> • Building relationship with other children and facilitating peer learning and interaction such as role-play and pretend play • Expressing and recognising feelings (happy, sad, angry) using feeling cards and stories • Familiarisation with simple gestures like <i>namaste</i> and hello etc. • Sharing of discomfort and anxiety experienced by children • Promoting whole group activities such as having lunch together • Small group activities such as storytelling, dramatic play, free play, puppet play to stimulate children's imagination • Periodic health checkup (height, weight and general health), and ensuring immunisation and safety of children • Ensuring the provision of meal in preschools • Demonstration and practicing healthy habits and sanitation like washing hands with adult assistance etc. • Discussing health, nutrition and sanitation-related issues with children in classroom and with parents during PTM or planned/ occasional meetings • Discussing good and bad touch and telling them if they face such situation they must inform teachers/ parents and anybody close to them • Developing gross motor skills through a variety of activities such as walking, running, jumping, hopping, crawling, climbing, rhythmic movement, throwing, catching, kicking • Doing dance, rhythmic and other movement activities such as bending, twisting, stretching, balancing etc. • Messy play like sand play and water play, clay moulding, printing etc. • Tactile discrimination • Tearing and pasting small pieces of papers, peeling/ sticking stickers, picking up small objects with fingers etc. 	<ul style="list-style-type: none"> • Communicates immediate needs and follows hygiene and healthy eating habits • Maintains distance from strangers and is aware about good touch and bad touch • Recognises common dangers and hazardous objects and places and keeps distance • Exhibits gross motor coordination in play/ routine activities like walking, running, jumping, climbing, dancing etc. • Explores and participates in music, dance and creative movements • Exhibits fine motor skills and simple eye-hand coordination in various activities like scribbling, printing, threading, colouring, clay moulding, tearing and pasting etc.
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Goal 2: Children become Effective Communicators		
Key Concepts/ Skills	Pedagogical Processes (What a teacher could do)	Early Learning Outcomes
Talking and Listening <ul style="list-style-type: none"> • Attention Span and Listening • Creative Self Expression and Conversation • Language and creative thinking • Vocabulary Emergent Reading <ul style="list-style-type: none"> • Print Awareness and Meaning Making • Bonding with Books • Directionality • Pretend Reading • Phonological Awareness • Letter Perception/ Recognition Emergent Writing <ul style="list-style-type: none"> • Eye hand Coordination • Use of appropriate tools • Mark making/ Scribbling • Creative self-expression through scribbling/ drawing Exposure to Second Language	Providing Opportunities and Experiences for: <ul style="list-style-type: none"> • Shared play activities in smaller groups, that help children learn to work together and enhance their listening skills. • Variety of communication strategies including gestures. • Listening to simple instructions during classroom activities and transitional time (e.g., “Find the block and bring it to me”, “Keep the toys on the shelves”). • Listening to others and talking in turns that help in extension of the attention span.(e.g., gradually extending story time; using close ended materials such as simple two piece story related puzzle; Picture reading poster keep looking to find out and speaking) • Listening to different sounds such as recording on tape or CD/DVD of different sounds heard in the environment. For example, home, school, outdoors, and community. • Encouraging children to listen to recorded sounds and listen carefully to identify the sounds. • Small group activities and child-initiated activities where the children get opportunities to generate questions (e.g., activities like “ what would happen if...”; creating wonder wall where teacher would paste some new pictures/object to encourage curiosity to question and brainstorm) • Stimulate by asking questions during talking time and storytelling (e.g., circle time, free conversations and small group activities). • Group singing, music / rhythm activities and small action songs • Creating a print rich classroom (labelling the shelves, and storage boxes, poems, posters, etc.) 	<ul style="list-style-type: none"> • Begins to use active listening skills and communicates needs clearly. • Makes eye contact, and shows gestures and facial expression appropriately when communicating with others. • Follows one or two simple oral instructions. • Participates in conversations, stories and shares immediate experiences • Recites and repeats small poems, action songs and participates in music and rhythmic activities. • Asks many “what” and “why” questions. • Uses appropriate vocabulary for some common and familiar objects and pictures (e.g., tells her/ his name, names of friends, common objects and pictures) • Shows awareness of print in the classroom, and home settings (e.g., recognises favourite biscuit/toffee, chocolate wrapper, pictures, etc.) • Identifies own name when printed in familiar script (with hint) • Enjoys age-appropriate short

- Looking at pictures, big books, alphabet books, and language-related charts, posters, and flash cards in the reading / mini library area.
 - Making name card for each child and using for activities such as roll call or turn taking activity.
 - Display of daily routine with pictures and printed words and talking about it.
 - Observing teacher write children's names on their drawing/ scribbling work.
 - Identifying and giving special attention to children with special needs
 - Playing games that involve children in visual discrimination activities. Such as matching pictures, object colours, and shapes; matching with dominoes with either matching pictures / colours/dots and so on.
 - Visual perceptual activities: Matching directions; picture games/ activities
 - Creating a "reading area" or "mini library area" in the classroom and equipping it with big books, picture books, information books and graded story books.
 - Storytelling and read aloud from big books, picture books and story books (teacher using the index finger beneath the print and moving it from left to right and drawing children's attention to the print)
 - Read Aloud or Shared Reading: Reading to children several times daily. Read in small or large groups and to individual children; children to look at how to turn the pages of the book
 - Showing children how to move a finger across the page and have the eyes follow the finger (during the storytelling time/ reading the poem chart or looking at the sight words)
 - Using variety of puppets, props, pictures, flash cards while telling a story or during conversation
- stories and responds by answering simple questions
- Tells a familiar story using the pictures of a story book.
 - Handles books appropriately(e-g. identifies front and back cover of the book) and shows an interest and explores a range of age-appropriate texts such as picture books, alphabet books, story books, rhyme books and posters.
 - Demonstrates introductory phonological awareness skills such as rhyming, identifies familiar sounds in the environment.
 - Explores, manipulates material like letters of the alphabet (plastic, sponges, foam, and magnetic letters), larger /thicker colouring, stamping and scribbling tools (easy to hold)
 - Displays the use of prewriting / emergent skills (scribbling, stamping, finger-painting, using thicker crayons, markers/brushes etc.) for variety of purposes.
 - Scribbles from left to right in lines across the page with repeated patterns and increased muscle control.

	<ul style="list-style-type: none"> • Playing “I spy” games such as “I spy something green in the classroom that starts with the sound /s/” • Call out 3 short words like log, cat, fog. Ask children to pick out the word that doesn’t rhyme. • Play with shape templates/ sensory or textured letters; Exploring familiar letters in the print-rich classroom • Drawing children’s attention towards print /letters (In their names/ favourite cookies/ toffees etc.) • Singing alphabet rhymes, playing with cutouts/ magnetic letters; collage making in small group with cutouts of letters • Stamping, scribbling on papers • Colouring – free and within enclosed space(using thick crayons and markers) • Playing with manipulating concrete toys/objects/ materials to develop eye hand coordination e.g., stringing beads with big holes, handling objects/ puzzles with knobs • Playing and handling blocks, inset puzzle boards with knobs, sorting objects etc. • Greeting in the morning and departing time • Frequently used english words in daily routine activities (e.g., good morning, thank you, welcome etc.) 	<ul style="list-style-type: none"> • Uses frequently used English words, greetings, polite forms of expression
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Goal 3: Children become Involved Learners and Connect with their Immediate Environment		
Concepts / Skills	Pedagogical Processes (What a teacher could do)	Early Learning Outcomes
Sensory Development <ul style="list-style-type: none"> • Sight • Sound • Touch • Smell • Taste 	Providing opportunities and experiences for: <ul style="list-style-type: none"> • Sensory development activities for taste, smell, sight, sound and touch such as using materials like real and concrete objects, visual coordination and discrimination activities, auditory discrimination activities and so on 	<ul style="list-style-type: none"> • Uses all senses to observe and explore the environment • Identifies and names common objects, sounds, people, pictures, animals, birds, events etc.

Cognitive Skills

- Observation
- Identification
- Memory
- Matching
- Classification
- Patterns
- Sequential Thinking
- Creative Thinking
- Critical Thinking
- Problem Solving
- Reasoning
- Curiosity
- Experimentation
- Exploration

Concept Formation

- Colours, shapes, distance, measurement size length, weight, height, time
- spatial sense
- One-to-one correspondence

Number Sense

- Count and tell how many
- Numeral recognition
- Sense of order (can count ahead of a number up to 10)

Concepts related to environment

- Natural-animals, fruits, vegetables, food
- Physical — water, air, season, sun, moon, day and night
- Social — myself, family, transport, festival, community helpers, etc.

- Observing and exploring nearby places e.g., park, garden
- Visual discrimination/classification activities using games, activities, objects, picture cards, sorting trays, memory cards/games, etc.
- Using picture reading posters and encouraging children to observe and talk about the picture
- Matching and sorting picture cards on the basis of one category such as keeping all animal pictures in one box and birds in another; all red buttons/blocks in one bowl/box and yellow buttons/blocks in another bowl/box
- Repeating a given pattern, recalling events and stories in correct sequence
- Arranging in order, etc. using objects, picture cards etc.
- Solving simple mazes and completing, 2–3 piece puzzles
- Solving of problems like relationship cards (matching and finding relations in pictures e.g., cup-saucer/comb-hair etc.)
- Solving simple problem situations e.g., matching the appropriate bottle cap to the bottle and try to close /open the same
- Finding 1–2 missing parts in a familiar picture
- Play in ‘sand area’, ‘water play area’, ‘discovery area’ using appropriate play toys/tools such as sand tray, water tub, scoops, sifters, sieves, water can, shovels, floating toys, etc.
- Exploring colours during creative activities
- Playing games, activities using objects, flash cards, dominos, etc., for learning about different concepts
- Singing songs and action rhymes on different concepts
- Talking and showing pictures/posters on different concepts during circle time

- Remembers and recalls 2–3 objects seen at a time
- Identifies the missing part of a picture of a familiar object
- Compares and classifies on the basis of any one category
- Follows/reproduces a simple pattern
- Arranges 2–3 picture cards/ objects in a sequence
- Solves simple day-to-day problems by themselves or with adult support
- Shows ability to understand relationship such as part and whole, odd one out, association
- Expresses curiosity about the immediate surroundings and asks related questions
- Identifies, names of basic colours, shapes
- Compares two objects on the basis of observable properties, for example–heavy/light, tall/short/more/less, big/small, hot/cold
- Places 3–4 objects in one-to-one correspondence
- Counts and gives up to three objects when asked to
- Demonstrates awareness and sensitivity towards environmental concerns

Use of Technology	<ul style="list-style-type: none"> • Creative art activities using large and thick paint brushes/ crayons • Measuring objects using cups, bowls, etc. • Playing Shadow games etc. • Singing number rhymes, listening to number stories • Using number matching dominos, flash cards • Matching concrete objects/pictures / numerals • Observing numbers and symbols in the immediate surroundings/day-to-day life like numbers on mobile phone, calendar, etc. • Using spatial relationship in games, movement activities, etc. • Exploring immediate surroundings to know about their world e.g., visiting parks, gardens, drawing images of the places visited and speaking about it, etc. • Asking and answering questions • Talking about environmental concerns during circle time activities, e.g., not wasting water, closing the faucet when not in use while brushing teeth, throwing the litter in dustbins, keeping back the toys to the storage after the play, etc. • Interaction with age-appropriate technology under teacher's supervision • Exposure to interactive and age-appropriate websites, educational videos and software • Read aloud followed by digital stories etc. 	<ul style="list-style-type: none"> • Enjoys watching songs, rhymes on television/smart board
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PRESCHOOL II

Age: 4–5 Years

Note:

- (1) *There is no one to one correspondence between key concepts, suggested pedagogical processes and early learning outcomes. The entire goal has to be seen as a whole.*
- (2) *These learning outcomes have been developed with an assumption that the first language/ language of instruction in preschool would be the home language or the regional language. English should be introduced as the second language.*

Goal 1: Children Maintain Good Health and Well-being		
Key Concepts/ Skills	Pedagogical Processes (What a teacher could do)	Early Learning Outcomes
<ul style="list-style-type: none"> • Awareness of self and others • Development of positive self-concept • Self-regulation • Decision-making and problem-solving • Development of pro-social behaviour like caring, sharing, collaboration, compassion and respect for other's feeling and rights • Development of healthy habits, hygiene, sanitation and awareness for self-protection • Development of gross motor skills (walking, running, jumping, hopping, crawling, climbing, rhythmic movement, throwing, catching, kicking) • Fine motor skills and eye-hand coordination (threading, tearing, pasting scribbling, drawing, colouring printing, moulding, paper folding etc.) 	<p>Providing Opportunities and Experiences for:</p> <ul style="list-style-type: none"> • Children to know about themselves, their body parts, family members, and distinguish people and relationships • Supporting children for their sense of self-worth and pride in accomplishments by giving them small responsibilities, appreciate and display their contribution/ work and celebration of birthdays and festivals • Recognising and understanding the rules for being together with others such as group activities, playing in various activity areas and storytelling etc. • Read aloud stories or puppet plays in which the characters share, take turns, help and cooperate • Nurturing and responsive relationships to help children learn how to control their emotions, become secure, confident, curious and communicative • Making choices and attempts at solving problems and resolving conflict (during role-play, small group activities and solving puzzles) • Free play where children get opportunity to play independently and in groups such as puzzle solving, pegs and outdoor games etc. • Asking questions, understanding other's situation/ empathising and trying to solve the problem through stories having different problem situations. 	<ul style="list-style-type: none"> • Describes self in terms of physical characteristics • Identifies close family members, friends and neighbours • Expresses own preferences and interests. • Follows instructions • Makes adjustment in the classroom and with other children • Completes an activity started • Expresses emotions appropriate to the situation. • Expresses own preferences, interests and makes choices • Suggests solutions to conflicts (with guidance) • Plays cooperatively with other children • Makes plan for what and how they will play • Shows caring behaviour (hugs, pats, kisses) and shares belongings with other children • Demonstrates sensitivity and acceptability towards children from

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| <ul style="list-style-type: none"> • Interacting and building relationship with other children and facilitating peer learning and interaction • Expressing and recognising feelings • Sharing of discomfort and anxiety experienced by children • Familiarisation with simple signs and/or gestures • Participation of children with special needs through adaptation of activities as per their needs • Using toilet, washing hands with adult assistance etc. • Periodic health checkup (height, weight and general health), ensuring immunisation and safety of children • Having supplementary nutrition in preschool • Health and nutrition education to the children, parents and community • Educating children through stories, animated films, video clips, role-play etc., that their private parts should not be exposed, touched or photographed by others and they should not be touching the private parts of anyone • Sensitising children that any physical and mental abuse being subjected to them should be reported to the teacher or anybody close to them. • Using safe equipment and environments that vary in skill levels (e.g., tricycles, tires, hoops, balls, balance beam etc.) • Practising skills e.g., hopping, catching, throwing overhand, jumping • Engaging children in dance, action song involving simple turn, twist and stretch of body, creative and rhythmic movements • Messy play like sand play and water play, clay moulding, printing etc. • Games where children enjoy free formation such as musical game, number-up (grouping according to number), fire in the mountain run-run ..., etc. that involves sense of space, distance and direction | <ul style="list-style-type: none"> diverse backgrounds including children with special needs. • Demonstrates hygiene and sanitation practices, and healthy eating habits with increased independence • Recognises common dangers/hazards and takes safety precautions • Demonstrates awareness about good touch and bad touch and maintains distance from strangers • Demonstrates gross motor coordination and control in play activities involving walking, running, jumping, climbing etc. • Explores and participates in music, dance and creative movements • Exhibits fine motor skills and performs tasks that require more complex eye-hand coordination such as cutting out shapes, free hand drawing, colouring, threading beads, stringing, copying, tearing, pasting, lacing etc., with moderate levels of precision and control |
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	<ul style="list-style-type: none"> • Individual, pair activities, small group and large group activities involving basic gross motor skills on different surfaces. • Using pincer grasp of a thumb/ forefinger (e.g., tearing, cutting and pasting small pieces of papers, peeling/ sticking stickers, picking up small objects with fingers) • Hands-on experiences using manipulative objects that encourage sorting, matching, imagining, etc. 	
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Goal 2: Children become Effective Communicators		
Key Concepts/ Skills	Pedagogical Processes (What a teacher could do)	Early Learning Outcomes
Talking and Listening <ul style="list-style-type: none"> • Attention Span and Listening • Conventions of speech • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary Emergent Reading <ul style="list-style-type: none"> • Print Awareness and Meaning making • Visual Discrimination • Bonding with Books • Directionality • Pretend Reading • Phonological Awareness • Letter Perception/ Recognition Emergent Writing <ul style="list-style-type: none"> • Eye hand Coordination • Use of appropriate tools • Mark making/ Scribbling Exposure to Second Language	<i>Providing Opportunities and Experiences for:</i> <ul style="list-style-type: none"> • Free and guided conversation and supporting them in using a variety of communication strategies including gestures and non-verbal expressions • Listening to others and talking in turns • Participating in rhymes and songs involving a lot of rhyming words and repetitions with actions • Picture reading and conversation • Vocabulary development games • Asking open-ended questions to stimulate thinking and speaking during conversations, picture talk and story-telling • Observing and exploring print in the immediate environment (familiar signs, logos on toffee/ biscuit wrappers). • Creating a print rich environment in the class (by labeling things, shelves, posters, etc.) • Shared Reading (leveled text to do finger-print-voice matching) • Looking at display of signs, poems on charts, and labeled pictures in the classroom at children's eye level. • Looking and reading display of daily routine with pictures and printed words and talking about it (with adult support as a daily morning activity) 	<ul style="list-style-type: none"> • Listens to others for short period of time and responds, demonstrating some social conventions like eye contact • Communicates needs and thoughts verbally and non-verbally. • Follows oral instructions • Participates actively in conversation and shares personal experiences, likes and dislikes • Recites short poems, sings action rhymes, with comprehension and participates in rhythmic activities • Asks questions and gives answers appropriately during activities and conversations • Demonstrates increase in vocabulary and shows interest in learning new words.

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| <ul style="list-style-type: none"> • Looking at print on the word wall, whiteboard, chalkboard or blackboard and exploring letters / words in a fun way • Playing with words during conversations and read aloud • Visual discrimination games (“which is different?” Play activity/game “what is missing”) • Creating a “reading area” or “mini library area” in the classroom and equipping it with picture books, information books and graded story books • Age-appropriate stories (10–15 minutes) in various forms (orally, with props, pictures, puppets etc.) • Read aloud from books to expose children to the written language(e.g., short, simple, meaningful texts with which they can relate) • Showing children how to move a finger across the page and have their eyes follow the finger (during the story-telling time/ reading the poem chart or looking at the sight words) • Allowing the children to handle the books in the “reading area” or “the mini library” created in the classroom (turning the pages, looking at the books, encouraging pretend reading). • Activities for awareness of sound segments (phonemes, rhyming words) e.g., phonic games with beginning and end sounds • Playing rhyming games such as while singing a rhyme, or read aloud, leave out the rhyming word and pause and then ask children what comes next, for e.g., The teacher may say, “That’s right!” ‘Fish’ rhymes with ‘dish’ and so on. • Ask children about a particular word that rhymes with the word the teacher give (Initially children may use non-sense words for e.g.), “What a sweet that rhymes with porogulla?” “What is a colour that rhymes with preen?” • Play with letter – picture /object dominos. | <ul style="list-style-type: none"> • Recognises familiar signs, logos and labels in the environment. • Re-tells a short story in a sequence and acts out important events in a story. • Invents her/his own story in her/his own words • Knows print conventions — top to bottom and left to right or right to left as per script ; Knows that print carries meaning • Turns pages of a story book (one at a time) and pretends to read on her/his • Enjoys and recalls words that rhyme. • Identifies beginning sound of common words • Taps out syllables in words (with support) • Recognises few letters and their corresponding sounds • Enjoys sharing emergent writing and drawing with others. • Shows interest for appropriate writing and colouring tools • Makes marks or drawings to represent an idea and describes the same |
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<ul style="list-style-type: none"> • Matching upper case and lower case letters • Letter recognition and letter sound correspondence • Making their own picture/ alphabet/ number books with assistance • Letter formation activities using thick crayons/ markers • Creating letters with clay/plasticine/ dough • Hunting the letters in sand tray/ newspaper • Playing with manipulative materials to refine eye-hand coordination e.g., threading beads • Letting children see teacher write their names, write attendance, and notes to parents, for example(modeled writing) • Scribbling on variety of papers • Colouring-free and within large closed spaces • Tracing and joining dots • Tracing the letter (using the letter stencil) • Making basic strokes/patterns that gradually results in the form of letters • Listening to simple English words, action rhymes through audio-video • Using Name Cards with child's photo and logo (each child be given one picture to go with her name) • Listening to small poems/rhymes, repeating and singing them independently • Greeting in the morning and departing time and using small words of polite expressions in daily routine activities • Listening to short story in english • Display of sight words or words that occur too frequently in stories. 	<ul style="list-style-type: none"> • Uses frequently used English words, greetings, polite forms of expression and responds in english or the home language
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Goal 3: Children become Involved Learners and Connect with their Immediate Environment		
Concepts / Skills	Pedagogical Processes (What a teacher could do)	Early Learning Outcomes
Sensory Development <ul style="list-style-type: none"> • Sight • Sound • Touch • Smell • Taste Cognitive Skills <ul style="list-style-type: none"> • Observation • Identification • Memory • Matching • Classification • Pattern Making • Sequential Thinking • Critical Thinking • Problem-solving • Creative thinking • Reasoning • Curiosity • Experimentation • Exploration Concept formation such as <ul style="list-style-type: none"> • Colours, shapes, distance, measurement, size length, weight, height, time • Spatial • Count and tell how many Number Sense <ul style="list-style-type: none"> • Numeral recognition • Sense of order (can count ahead of a number up to 10) 	Providing opportunities and experiences for: <ul style="list-style-type: none"> • Sensory development activities and games for taste, smell, sight, sound, and touch such as games using textures, play with sound boxes and seriating the sound boxes • Play with embossed material such as puzzles with knobs • Visit to nearby park, children park, zoo, etc. • Observing different objects in their immediate surroundings during field trip/nature walk • Activities using sensory tray e.g., taste, smell, tray etc. • Visual discrimination cards, picture reading posters, memory cards, • Finding out the missing parts in a picture/ drawing • Playing what is missing games • Matching, sorting, classification, using concrete objects • Sorting on the basis of two categories e.g., shape and colour (blue squares, yellow triangles etc.) • Copying simple patterns using different material e.g., cut-outs of shapes, colours, environmental materials • Arranging story cards up to 3-4 levels using appropriate vocabulary • Picture reading • Visual perceptual activities • Completing 4-5 piece puzzles, solving mazes • Solving simple problem-solving questions e.g., “if it is raining, how you will go to school”. • Answering open-ended questions e.g., if it is all right to pluck a flower or not 	<ul style="list-style-type: none"> • Uses five senses to observe and explore the environment • Describes common objects, sounds, people, pictures, animals, birds, events etc. • Remembers and recalls 3–4 objects seen at a time • Identifies 3–5 missing parts of a picture of familiar object • Classifies a group of objects on the basis of two categories • Identifies the unit of repeat in a simple pattern and extends the pattern • Arranges 3–4 picture cards/ objects in a sequence • Narrates events or stories in a sequence • Provides solutions to simple problem situations • Shows ability to understand relationship such as part and whole, odd one out, association • Analyses situations, thinks and acts accordingly • Enjoys experimentation and seeks explanation about their immediate physical, social and biological environment

Concepts related to environment

- Biological (animals, fruits, vegetables, food)
- Physical – water, air, season, sun, moon, day and night)
- Social – myself, family, transport, festival, community helpers, etc.

Use of Technology

- Creative thinking and simple problem-solving ‘what will you do if you want a toy that is kept on the top of the almirah? Asking divergent (open ended) questions that probe and elicit expanded thinking and processing of information.
- Measuring objects using simple measuring tool such as cups, glasses and jars and non-standard measurement (e.g., handful of seeds/ toffees, a cup of water/ milk, pinch of salt etc.)
- Uses mathematical vocabulary such as in-out, on-under to describe objects.
- Observing numbers and symbols in the immediate surroundings
- Singing Number rhymes, games, completing self-corrective number puzzles
- Learning in real world contexts, carrying out projects involving exploration and investigations, talking, problem-solving, asking questions, sharing information, exchanging ideas, reflecting and integrating information with existing knowledge and skills
- Awareness towards environmental concerns such as not wasting water, watering plants, switching off lights etc.
- Interaction with digital technologies under teacher’s supervision, digital drawing/ painting, educational videos, digital storytelling
- Compares and classifies objects by more than two factors like shape and colour, size and shape
- Correctly uses position words
- Seriates up to 5 objects on the basis of a particular property
- Places 4–5 objects in one-to-one correspondence
- Counts and gives upto five objects when asked to
- Identifies numerals with corresponding numbers up to 5
- Expresses curiosity about the immediate surroundings and asks questions and develops related concepts
- Enjoys experimentation and seeks explanation about their immediate environment
- Demonstrates awareness and sensitivity towards environmental concerns.
- Demonstrates awareness about technology

PRESCHOOL III

Age: 5–6 Years

Note:

- (1) *There is no one to one correspondence between key concepts, suggested pedagogical processes and early learning outcomes. The entire goal has to be seen as a whole.*
- (2) *These learning outcomes have been developed with an assumption that the first language/ language of instruction in preschool would be the home language or the regional language. English should be introduced as the second language.*

Goal 1: Children Maintain Good Health and Well-being		
Key Concepts/ Skills	Pedagogical Processes (What a teacher could do)	Early Learning Outcomes
<ul style="list-style-type: none"> • Awareness of self and others • Development of positive self-concept • Self-regulation • Decision-making and problem-solving • Development of pro-social behaviour like caring, sharing, collaboration, compassion and respect for other's feeling and rights • Development of healthy habits, hygiene, sanitation and awareness for self-protection • Development of gross motor skills (walking, running, jumping, hopping, crawling, climbing, rhythmic movement, throwing, catching, kicking) • Fine motor skills and eye-hand coordination (threading, tearing, pasting scribbling, drawing, colouring printing, moulding, paper folding etc.) 	<p>Providing Opportunities and Experiences for:</p> <ul style="list-style-type: none"> • Children to know about themselves, their body parts, family members, neighbours, preschool staff and distinguish people and relationships (during daily activities such as circle time, pick-up and dispersal etc.) • Supporting children for their sense of self-worth and pride in accomplishments • Celebration of birthdays and festivals for example, display of children's work, appreciating their work/ creation • Recognising and understanding the rules for being together with others such as group activities, playing in various activity areas, storytelling, playing outdoor games and follow the rules of the games/ activities etc. • Children to learn how to control their emotions, become secure, confident, curious and communicative. • Children to make choices such as choosing their favourite play material/ area • Showing empathy and understanding for both children at times of conflict such as sharing of play material • Interacting and building relationship with other children (e.g., dramatic play, puppet play, rule-based games, etc.) • Familiarising with simple signs and/or gestures • Adapting activities to ensure participation of children with special needs. 	<ul style="list-style-type: none"> • Describes self and others in terms of physical characteristics, gender, interests, likes, dislikes • Exhibits understanding of relationships with extended family members • Demonstrates independence in activities • Follows rules in a game • Shows adaptability to any changes in routine • Shows increased attention span and persistence in daily activities • Manages emotions appropriately in challenging situations • Takes responsibility and makes choices based on own preferences and interests • Suggests solutions to conflicts and makes adjustments when working or playing in group. • Demonstrates willingness to include other's ideas during interaction and play

- Involving parents and community.
- Using toilet and washing hands independently
- Periodic health checkup (height, weight and general health), ensuring immunisation and safety of children
- Developing healthy eating habits through conversation, role-play and stories etc.
- Discussion and demonstration on safety rules that children can follow
- Creating awareness about good touch and bad touch
- Imitation games such as follow the leader, animal movements etc.
- Engaging children in dance, action song involving simple turn, twist and stretch of body, creative and rhythmic movements
- Games where children enjoy free formation such as musical game, number-up (grouping according to number), fire in the mountain run-run..., etc., that involves sense of space, distance and direction
- Individual, pair activities, small group and large group activities involving basic gross motor skills on different surfaces.
- Using pincer grasp of a thumb/ forefinger (e.g., tearing, cutting and pasting small pieces of papers, peeling/ sticking stickers, picking up small objects with fingers)
- Hands-on experiences using manipulative objects that encourage sorting, matching, imagining, etc.
- Helps peers who are in need during large and small group activities
- Demonstrates sensitivity and acceptability towards children from diverse backgrounds including children with special needs
- Maintains and displays basic health, hygiene and sanitation practices independently
- Follows basic rules of safety at home, preschool and play ground
- Demonstrates awareness about good touch and bad touch and maintains distance from strangers/ unfamiliar people.
- Demonstrates gross motors skills with greater coordination, control and strength for e.g., running, jumping, throwing, kicking, and catching skills etc.
- Explores space and participates actively and creatively in music and movement activities
- Exhibits fine motor skills with precision and control
- Uses coordinated movements to complete complex tasks like cutting along a line, pouring, buttoning etc.

		<ul style="list-style-type: none"> • Uses a pincer grip (coordination of the index finger and thumb to hold an item) to hold and manipulate tools for drawing, painting and writing.
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Goal 2: Children become Effective Communicators		
Key Concepts/ Skills	Pedagogical Processes (What a teacher could do)	Early Learning Outcomes
Talking and Listening <ul style="list-style-type: none"> • Attention span and Listening • Convention of Speech • Creative Self Expression and Conversation • Language and Creative thinking • Vocabulary Emergent Reading <ul style="list-style-type: none"> • Print Awareness and Meaning Making • Visual Discrimination • Bonding with Books • Directionality • Pretend Reading • Phonological Awareness • Auditory Visual Association (Phonics) • Letter Recognition Emergent Writing <ul style="list-style-type: none"> • Relationships between thoughts and drawing • Creating self-expression through drawing • Use of appropriate writings tools 	Providing Opportunities and Experiences for: <ul style="list-style-type: none"> • Free and guided conversation and supporting them in using a variety of communication strategies including gestures, non-verbal expressions, talking in turns and listening to others • Playing games with children that require talking about recent events by asking simple questions • Picture reading with creative thinking (using problem-solving and anticipatory questions such as “what do you think why the boy in the picture is looking at the sky?”, what the little girl is saying to the balloon man?”) • Rhythmic songs and movements involving a lot of body coordination • Re-telling stories by children in their own words (e.g., talking about the events, characters, etc.) • Learning new words and vocabulary for e.g., “by creating a word wall”, “my first word book” • Taking advantage of everyday activities and talking about words and sounds • Asking open-ended questions to stimulate thinking like “what will you do if your favorite toy has been kept on the top of the almirah and you want to play with that?”; “if you could get wings and fly, where would you go?” “ what do you think this story book is about?” and so on 	<ul style="list-style-type: none"> • Listens attentively to others and demonstrates social conventions of conversation such as eye-contact, waiting for one’s turn to speak • Talks in full sentences and communicates needs and thoughts • Follows complex instructions. • Participates and takes turns in conversation and shares likes and dislikes, personal experiences in a sequence with reasonable detail and with reasons • Recites longer and a larger number of poems, rhymes, stories and songs with comprehension and participates in rhythmic activities. • Asks questions to find information and answers questions, to give information

- Mark making and drawing
- Differentiates between drawing and writing
- Understands relationship of thought and speech with written language.

Exposure to Second Language

- Listening to and creating stories, rhymes, riddles, poems and songs in small groups.
- Interacting in a print-rich environment in the class (by labeling things, word walls, posters, etc.).
- Environment-rich in prints which encourage children to read and initiate reading for others
- Exploring print in the immediate environment (signs in the environment, logos, sign boards labels on food containers, posters on the bus, hoardings etc);
- Describing daily events to the children and providing print-rich classrooms (teachers points to narrative print or embedded in drawings and illustrations). Observing the teacher using her finger beneath the words across the page from left to right and top to bottom
- Children to become familiar with the forms and formats of the books and other print resources
- Children to read and point to the printed words and symbols at home and other places such as market, hospitals, preschools, work-places, etc.
- Using the books showing the parts of the book such as title cover page, front and back cover and helping them to identify with print and illustrations (teachers tracking the print while reading the narrated text/print). Observing the teacher using her finger beneath the words across the page from left to right and top to bottom
- Actively engaging children in different aspects of shared Reading (leveled text to do finger-print-voice matching) and read aloud sessions and helping them to explore different dimensions of language and literacy (interactive story reading sessions)
- Display of daily routine with pictures and printed words and talking about it
- Looking and reading the display of print in the classroom

- Demonstrates further increase in vocabulary and interest in learning new words.
- Recognises and points to a frequently occurring word/ picture in a story being read.
- Demonstrates understanding that print carries meaning.
- Re-tells a story in a sequence and answers complex questions
- Uses pictures and text to make predictions about the story or in an information book
- Plays with words and creates rhyming strings such as hat, fat, bat...or *dilli, billi, tilli...*
- Identifies beginning and end sounds of words.
- Taps out syllables in words
- Recognises many letters and their corresponding sounds and tries to decode words
- Creates own words by combining vowels and consonants.
- Independently forms many letters correctly, uses sound-symbol correspondence to write invented spellings.

- Helping children making connections between words and concepts (adding pictures to the words)
- Visual discrimination games (e.g., which letter/picture/ shape/ word is different?)
- Visual perceptual activities (activities for spotting differences, mazes, finding the hidden word/ letter/ pictures, familiar word searches etc.).
- Creating a “reading area” or “mini library area” in the classroom and equipping it with information books and graded story books; encouraging children to create their own mini books in small groups—it could be stories or information books
- Reading aloud and providing graded story books to expose children to the written language, conversation on different themes focusing on many talking points for e.g., animals, transportation, plants etc.
- Age-appropriate stories in various forms (orally, with props, pictures, dramatisation, puppets etc.)
- Using REBUS books (Combination of text and small pictures or icons) where a picture of a familiar noun is placed instead of word. For example, The bus (instead of word bus place a picture of a bus) is big
- Creating a quiet, special place for a child to read, write and draw such as ‘literacy area’ (making books and other reading materials easily accessible)
- Solving and creating simple riddles in context (4–5 lines)
- Awareness of sound segments (phonemes, syllables, rhyming words) e.g., phonic games with beginning and ending sounds
- Asking children to point out rhyming words in books by themselves.
- Follow the beat — Helping children to learn about syllables by clapping the ‘beats’ s/he hears in words e.g., the teacher selects the word elephant.
- Uses and holds writing and drawing tools with better grip (starts using thinner crayons and pencils)
- Writes own name correctly.
- Listens to english words, greetings, polite forms of expressions, simple sentences, and responds in English or the home language.
- Demonstrates understanding of simple instructions or a short story in the second language.

Pause as you say each syllable – e-le-phant and clap out for each syllable together

- Making a rhyming word chain for example, rain-chain-drain-train-grain-pain-gain-...
- Letter recognition and letter sound correspondence
- Making their own alphabet / my favourite words books
- Play with letter-picture / object dominos.
- Matching and naming upper case and lower case letters (using cut outs/ magnetic letters/ textured letters)
- Using inset alphabet puzzles with knobs for children with motor challenges.
- Expressing their experiences, feelings and ideas through their own way of early attempts of writing and drawing.
- Model writing-encouraging and letting children see teacher write their names in front of them (like during attendance, worksheets)
- Observing and copying the environmental prints they see (classroom, roads, home)
- Interaction with lots of print materials that enable them to copy as they wish
- Practicing drawing lines or early attempts of writing on a variety of papers (lined and plain)
- Letter formation activities using thick pencils, creating letters with clay/play, dough/plasticine
- Signing their daily attendance in the chart displayed in the classroom
- Adaptations and inclusions for children with special needs
- Using simple english words through conversations (during circle time, small group activities, adults talking)
- Using name cards
- Listening to rhymes, poems in english
- Using audio-video aids, stories (age appropriate graded stories)

Goal 3: Children become Involved Learners and Connect with their Immediate Environment		
Concepts / Skills	Pedagogical Processes (What a teacher could do)	Early Learning Outcomes
Sensory Development <ul style="list-style-type: none"> • Sight • Sound • Touch • Smell • Taste Cognitive Skills <ul style="list-style-type: none"> • Observation • Identification • Memory • Matching • Classification • Pattern Making • Sequential thinking • Critical thinking • Problem-solving • Creative thinking • Reasoning • Curiosity • Experimentation • Exploration Concept formation such as <ul style="list-style-type: none"> • Colours, shapes, distance, measurement, size length, weight, height, time • Spatial • Count and tell how many Number Sense <ul style="list-style-type: none"> • Numeral recognition • Sense of order (can count ahead of a number up to 10) • Numeral recognition 	Providing opportunities and experiences for: <ul style="list-style-type: none"> • Sensory development activities for taste, smell, sight, sound and touch such as games—tasting and guessing, exploring taste with edible fruits/vegetables and telling name, fun with smelling bottles, creating with scented play dough, experimenting with objects that smell, name/letter scavenger hunt, I spy games, playing hide and seek, blindfold games, seriating sound boxes from loudest to softest and vice versa, outdoor sound hunt, sorting textured letters and so on • Making observations through the senses such as encouraging children—Listening to sounds of nature while walking on dry leaves, wind blowing, etc., smelling the dinner cooking, tasting the bitter and sweet chocolate, listening and playing musical instruments and experimenting with sense of hearing, going for a small walk, listening to sense-based stories, visual tracking different coloured bottle caps/fabric pieces, play with feely bag, etc. • Solving riddles on senses such as I am soft and furry and says meow, who I am? (Cat) • Discussion questions during circle time such as, when you wake up in the morning, what is the first thing you see/hear/touch/smell/taste?; which part of the body help you see/listen/smell/taste/touch?. • Picture reading posters on different topics and encouraging children to observe the picture and notice small details (how many animals and birds are in the picture? what colour were the two vehicle?) 	<ul style="list-style-type: none"> • Uses all senses to observe and explore the environment • Notices and describes finer details of common objects, sounds, people, pictures, animals, birds in the immediate environment. • Remembers and recalls 4–5 objects seen at a time, • Identifies 3–5 missing parts of a picture of a familiar object • Classifies a group of objects by two or more categories simultaneously for example, colour, shape and size • Creates new patterns • Arranges 4–5 picture cards/objects in a sequence. • Narrates events or stories in a sequence • Provides solutions to simple problem-solving situations with reasons • Shows ability to understand relationship such as part and whole, odd one out, association • Gives reasons, analyses, predicts, makes inferences, and interprets.

Concepts related to environment

- Biological (animals, fruits, vegetables, food)
- Physical – water, air, season, sun, moon, day and night)
- Social – myself, family, transport, festival, community helpers, etc.

Use of Technology

- Odd man out activities for e.g., three similar shapes and one different shape/3–4 pictures begins with the same initial sound and 1 with different sound, and so on followed by fun worksheets for practicing visual discrimination
- Encouraging children to, explore and notice things in the environment such as “where was the object/toy? How it was placed in relation to other objects?”
- Manipulating objects/ materials such as interlocking blocks, Lego toys, nuts and bolts, construction toys
- Hunting games/activities such as hunting letters in the sand tray/ hunting number symbols in the immediate environment.
- Using concrete objects for matching and sorting... (matching number of dots to number symbols, matching of patterns, matching of toffee/biscuit wrappers, followed by matching of familiar words that they frequently see in story /text and environment)
- Offering thinking challenges throughout the day e.g., sorting/ grouping activities (two-three attributes at a time) such as sorting colourful buttons on the basis of colour, size and shapes in different bowls followed by touching and counting); sorting different fabric pieces on the basis of patterns/ designs, sorting different fruit pictures—fruits that are eaten directly or peeled and so on.
- Extending the patterns and creating patterns /design on their own using environmental materials such as twigs, flowers, leaves/objects, blocks, etc.
- Creating and extending patterns in music such as, clap-clap-snap-snap
- Putting letters or words in the pocket chart and reading them. AA BB, AA BB or similarly with words and numbers cat, cat, dog; cat, cat, dog; 44, 88, 11, 44, 88...?
- Engages in investigating and manipulating objects in the environment, (asks questions, inquires, discovers, and constructs own ideas and predicts)
- Compares and classifies objects by more than three factors like shape, colour and size
- Seriates up to 5 objects on the basis of a particular property.
- Counts and give up to 10 objects when asked to
- Can count forward from a particular number up to 10
- Identifies numerals with numbers and writes numerals up to 10 (with help)
- Expresses curiosity about the immediate physical, social and biological environment, asks questions and develops related concepts
- Demonstrates awareness and sensitivity towards environmental concerns such as not wasting water, watering plants, switching off lights etc.
- Demonstrate awareness and interest in technology.

- Listening, re-telling the stories in sequence and arranging the 5–6 story cards in sequence (from left to right); giving words to wordless picture books; talking about daily activities what they do first, next, then next and last.
- Posing problems and asking for solutions, e.g., “what will you do if you are locked in the room?”, “if it is raining, how will you go to school and why?”
- Completing 6–7 piece puzzles, solving maze, completes a picture, find outs the missing parts in a picture etc.
- Pairing pictures having relations e.g., cup and saucer
- Stimulating thinking skills e.g., pointing out cause and effect relationships, using open-ended questions to support estimation and prediction. Asking open-ended questions e.g., “what will happen next” “what would have happened if the tortoise had slept while he was racing with the rabbit?” and so on.
- Children to ask “why” questions and find answers through exploration (e.g., conducting simple experiments with teacher’s support such as making and floating paper boats, making and flying paper rocket, feeling air while blowing balloons etc.); asking questions arising from play activities
- Actively participating in early science experiences with teacher’s support (e.g., floating of toys, observing plants as they grow and name their basic parts, observing how water changes from one form to other, from ice to water etc.); using the senses to explore the world around and acquire information; exploring different materials and knowing the purposes; activities where children need to measure and make estimations using cups and glasses and carry out non-standard measurement such as handful of sugar, pinch of salt.

- Experimenting with colours, shapes e.g., mixing colours and exploring new colours, seriating colours from darkest to lightest and so on
- Talking about their drawings using simple prepositions (e.g., up-down, left-right, top-bottom, in-out, on-under)
- Narrating what happened the day before, or what they did after their favourite field trip etc.?
- Hands-on experiences for comparing using charts, concrete objects, and books
- Activities for spatial relationships such as stand in front of chair, behind a chair, next to the chair, on top and under the chair, music and movement activities and exploring how much space my body will take, followed by fun worksheets; using spatial language in everyday language (stand straight, bend body, squeeze and become a tiny seed etc.)
- Activities for ordering/ seriation e.g., arranging objects/pictures from biggest to smallest/heaviest to lightest and so on.
- Counting objects in the immediate surroundings in a meaningful way to find out how many objects are there
- Observing numbers/symbols in the immediate surroundings, hunting numerals, counting dice
- Using numbers and counting in day-to-day life and recognises that numbers represent quantity (e.g., give me three toffees from the box)
- Matching/pairing one object or name with a number, keeping one pebble under each leaf, putting one straw in each glass and so on
- Counting down days to an event such as birthday celebration/festival celebration using concrete materials (e.g., using twigs/sticks/picture calendar)
- Completing maze of numbers, making number tower, creating numeracy-rich classroom.

	<ul style="list-style-type: none"> • Taking care of garden/ plants in their surroundings and appreciate their beauty, play activities related to different concepts • Visiting nearby parks, gardens, markets, neighbourhood where children can observe and discuss about their environment (e.g., animals, birds, plants, community helpers etc.) • Developing sensitivity towards animals e.g., feeding animals, birds, not hurting them, playing with them, etc. • Talking about their past events and next day plans during the day (e.g., during circle time, etc.) • Interacting with family members about family and community history (e.g., family album, family tree, grandparents visiting to preschool and sharing their childhood experience, etc.) • Using technology for watching digital rhymes/songs/stories. • Using drag and drop or colouring activities. • Using age-appropriate apps and other digital tools to support further learning. • Using technology for virtual tour (for learning further about different concepts). 	
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4

DESIGNING A CHILD-FRIENDLY LEARNING ENVIRONMENT

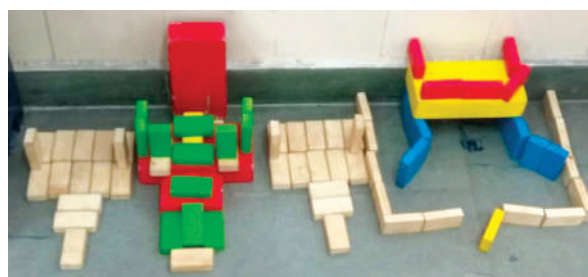
Children are active and curious learners hence, their safety and learning at the centre becomes the most challenging task. Designing physical space for young children blended with pedagogy and safety may help in their process of learning. Physical space for young children's activities may vary from centre-to-centre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

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

4.1 Designing Indoor Environment with Activity Areas

Activity Areas

Activity areas, also known as learning centres, are established places in the classroom with resources that actively engage children and they may change according to the themes or topics.



Importance of Activity Areas

Playing in activity areas helps children exercise their choices and explore what interests them. It provides opportunities to create, draw, manipulate, discover, learn new skills, make mistakes, modify their strategies and gives a sense of achievement after they have mastered the activity in which they were engaged, such as building a tower, fixing the jigsaw puzzle or solving a maze. It helps in their socio-emotional development, as children learn to play with other children, share, take turns in using the material, wait till the other child finishes her/his activity. They learn time management as well as self-regulation. It helps in fine and gross motor development as children play with water, sand, manipulate things. Children learn to solve problems, provide reasons, explore new material and make choices, thus, helping in their cognitive development. Observing children while they are involved in the activity area specially, doll corner

and dramatic play reveals a lot about child's contexts—family, interactions, relationships, pent-up feelings and bottled up emotions, which may be used by the teacher.



Setting up Activity Areas

Activity areas should invite and promote active, independent exploration and discovery, creating an atmosphere in which children can learn. It should contain a variety of manipulative and materials that children can use in creative ways. The materials should be displayed and kept attractively on the open shelves for easy accessibility to encourage exploration. The material should be stored in such a way that children can start playing without adult help and be able to arrange the material and clean up after they have finished playing. There should be enough material in each activity area so that

children don't fight or compete over one toy. Each classroom may have several activity areas, such as art area, block building area, doll and dramatic play area, maths, manipulative science, discovery area, music and movement area, sand and water play area, book reading area, etc. These areas may also be created on a rotational basis as per curricular needs.

Classroom Displays

Classroom displays are very important in preschool classrooms. Displays may be used to convey a theme being covered in the classroom. This makes children curious and interested in the theme. Samples of children's work can also be displayed on the display board. The following must be kept in mind while displaying children's works:

- Displays should be at the eye level of children so that they can see them easily.
- Samples of both in-process and finished work of children should be displayed so that the process of learning is also valued as the final product.
- Displays should be changed regularly.
- Work of each child should be displayed, not only the best ones (may be on rotational basis).
- Displays should be purposeful.



- Too much display should be avoided as it makes the classroom look cluttered or over-stimulating.
- Displays should be relevant and current.

Seating Arrangement

Different activities take place in preschool classrooms like large group activity, small group activities, music and movement, art activities, individual or small group instruction by the teachers, reading aloud to children, which require different types of seating arrangements. So it is important that the seating arrangement in preschool be flexible and adaptable to different arrangements. Stackable tables, use of carpets, *durries* and adjustable tables help in providing the flexibility and room for a wheelchair user.



The furniture in the preschool should have child-sized tables and chairs, so that their feet are touching the floor to provide them stability as and when their feet dangle it makes it hard for them to sit still and participate in activities. The furniture should be arranged in such a way that it provides ease of access and space for the teacher and children.

The teacher should also be sitting at a height which is easily visible to children.

Classroom Adaptations

Classroom adaptations are important as the infrastructure and facilities vary amongst preschools from place to place. If there are children with special needs then classroom adaptations with regard to physical facilities and teaching-learning processes becomes essential. Suggested below are some adaptations and modifications which can be considered in preschools for children with disabilities:

- Simplify and repeat instructions and directions.
- Provide opportunities for practicing skills repeatedly.
- Provide immediate feedback in a positive and descriptive manner.
- Plan a schedule which is developmentally appropriate (duration and order of activities, time for transitions, etc.).
- Provide choices to children so that they can follow their interests and strengths.
- Provide concrete examples and materials, such as textured letters, numbers, etc.
- Allow extra time and provide time to process experiences and information.
- Arrange to seat the child near the teacher, away from doors or windows, or other children who would distract.
- Provide support for transitions (visual and verbal cues, songs, materials, ringing bell).
- Discuss children's feelings and provide individual attention.
- Allow children to demonstrate/communicate their understanding in multiple ways, for example, in own words, songs, pointing, using visuals, communication boards or other devices.

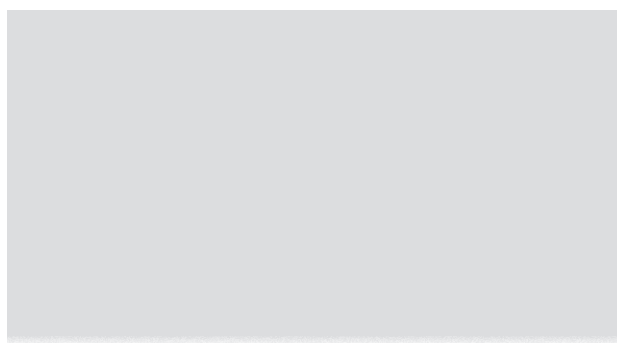
The activity areas or type of activities chosen must encourage social interactions among all children. The teacher should encourage peer interactions in various areas during daily routine. Carefully planned seating arrangements during different activities promotes socialisation.

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

4.2 Designing Outdoor Play Environment

The need for setting the outdoor play, maximising the space, and ensuring safety of children is important while designing outdoor play environment, remember:

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



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

- All drains, ditches, and pot-holes must be well covered and inaccessible to children.
- During conduct of the activities, the outdoor area must be well supervised by teachers and adults at all times.
- Outdoor spaces vary in their surfaces. Semi-hard or grass surfaces are recommended for children. However, it is important to have well-leveled and stone-free surfaces, if the surface is very hard.



- The outdoor play area must have a variety of play materials depending upon space and resource availability.
- Outdoor space must provide opportunities for gross motor play like running, jumping, cycling, etc.
- Outdoor equipments in the garden or grass surfaces, such as slides, swings should be arranged.
- In the absence of outdoor space, the gross motor activities can be organised within the available indoor space.
- Sand, clay, water play should be provided to children for sensorial and motor development.

4.3 Role of Teachers

It is the responsibility of the teacher to ensure that the activity areas provide opportunities to children for spontaneous, unstructured play, which is child-initiated. The teacher has to arrange the classroom in appealing activity areas as per the available space, interests of children and the themes being covered. It must be ensured that the material in activity areas provide opportunities for exploration, investigation, individual and group play. The selected material should have loose parts and be open-ended so that it empowers creativity in children to think, plan and carry out their play in a variety of ways. Teachers can also design and make a variety of low cost and no cost play and learning material.

The teacher should routinely check the contents of activity areas for safety and

replace unattractive materials by more appealing materials which children enjoy to play with. The teacher needs to provide support for ongoing activities by enriching interventions without being intrusive in children's play. During play in activity areas, teacher may be able to identify children with developmental needs or emotional problems and she can provide required support and intervention. Teacher interventions may range from assisting with problem-solving, questioning, redirecting undesired behaviours and enticing children into play themes. Based on the available play material and the size of activity area, teacher should decide the maximum number of children who may work in an activity area to avoid crowding at one or two centres.

5

PEDAGOGICAL APPROACHES FOR CURRICULUM TRANSACTION

An early years' education programme is transacted in a child-centric manner, adopting a holistic approach that views the child's learning not limited to what the teacher transacts in the classroom setting, but as being co-created by the children, in the context of their natural and social environment, including home and community. The penetration of technology like computers, video, television, telephones, radio and telecommunications networks have exerted great influence on how we live, work, play and learn. In order to cope with the challenges of life, children and adults need greater ability to learn: how to learn, possess problem-solving, critical thinking skills and to be resilient in the face of fast-moving change.

The time to begin preparing children for the challenges and demands of the future is when they are young, curious and excited learners. Children learn through experiences and relationships with the parents, teachers and friends. Hence, the learning experiences should tap the natural curiosity and excitement of children. This includes not only supporting emerging skills in reading, writing and mathematics, but also in the skills of critical thinking, collaboration, communication, creativity, technology literacy and social-emotional development known as the **21st Century Skills**. These skills have significant impact

on the learning and development of young children.

It is expected that the strengthening of key cognitive skills included in Goal 3 would also contribute in providing the child a sound foundation for meeting the challenges of negotiating new technologies in the years ahead which should be enforced while transacting the curriculum.

There are different approaches for curriculum transaction, such as theme-based, activity-based, project/inquiry based and emergent curriculum.

5.1 Theme-based Approach

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

When we take a particular theme and help children to actively and visibly build knowledge on that theme, we enable children to acquire skills to make learning more efficient in the future. To plan the content following a thematic approach, each theme could be spread over about

1–2 months, with sub-themes that cover a smaller period, such as a week or two weeks, so that the information surrounding a large unit is organised in a way that makes sense to the children. For example, if the chosen theme is plants, it could be spread over a duration of 1 month with various sub-themes such as parts of plants, types of plants, uses of plants, taking care of plants, etc., each covered in detail over a one-week period.

Theme teaching is generally carried out according to a detailed pre-designed lesson plan. Such an approach is largely teacher-directed with very limited scope to allow for child-initiated learning.

5.2 Play-based Approach

Children learn best through play. Children should engage in play activities which are neither too challenging nor too easy for their developmental level. In a play-based approach stimulating materials and activities are made available by the teacher and children self select activities according to their interest at each point of time and learn at their own pace. The teacher's role is that of a facilitator and she does not carry out any specific structured activities. In order to enable children to benefit from this approach, teachers need to observe and identify learning opportunities and make play materials available accordingly. If a teacher is unskilled and ineffective, it may lead to loss of learning opportunities and learning by doing. Any pleasure-giving activity is play for them and is central to a child's well-being. Play stimulates curiosity and exploration and leads to mastery of body controls, encourages creativity and social skills and develops emotional balance and language skills.

5.3 Activity-based Approach

The primary belief of activity-based approach is that children learn through

participation in activities, which provides opportunities for exploration and experimentation with different teaching-learning material. The sensory experience and action make the learning better and more impactful. This leads to an exciting journey of discovery and enhanced understanding. A preschool teacher embeds the learning goals in various types of activities, such as outdoor and indoor play, storytelling, art and music activities, organised in a preschool class.



5.4 Projects or Inquiry-based Approach

A project is inquiry-based, investigation or in-depth study of a topic or theme, usually done by small groups within a class, an entire class or sometimes by the individual children. The teachers offers some open-ended triggers and then observe the children, listen to their stories, their questions, see how they navigate the activity, take note of their interest levels and talk with the children. Children decide what they want to know more about and investigate further.

Then, with the variety of materials on offer to the children, the teachers encourage children's engagement in activities, to go deeper and deeper to find the answers to their questions and, in turn, ask new questions to help them

to make their learning visible through modeling or building, collage or drawing, dramatic play or music; any means at all. These activities are not pre-planned/ designed. They are subtly suggested to the children and the discoveries from one experience lead onto the next. A project may not constitute the whole day's schedule. Teachers may allocate half-a-day for the project and plan activities for the remaining half.

5.5 Emergent Curriculum

Emergent curriculum is defined as a process where teachers plan activities and projects based on the specific group of children they are working with, taking into account their skills, needs and interests. Teachers conduct observations and plan based on their observations of children. Teachers practicing emergent curriculum also utilise reflective practice, taking time to reflect and act on their observations of children. This philosophy encourages active participation, relationship building, flexible and adaptable methods, inquiry and play-based learning. Curriculum is child-initiated, collaborative and responsive to the children's needs.

5.6 Integrating Approaches

The above-mentioned approaches are not mutually exclusive. The preschools are free to choose one or a combination of suggested approaches in their own context. The resulting approach would lead to a balanced preschool programme. In such an approach ideological methodologies of different approaches are integrated to respond to the needs of the children. The day's schedule is divided between teacher-initiated planned activities and child-initiated free play leading to self-paced learning. A sample weekly plan of activities by integrating different approach is on Annexure I.

Pedagogical Approaches for Curriculum Transaction

5.7 Planning and Transaction of Preschool Curriculum

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

The following points must be kept in mind while transacting the Preschool Curriculum:

- **Build on prior knowledge**—Always start with what the children know and are familiar with.
- **Encourage positive interactions (child-child, child-teacher, and child-material)**—Interactions between children, the range of environmental and cultural experiences along with the meaningful dialogues help children build a solid knowledge foundation and prepare them for formal schooling.
- **Organise variety of activities**—Plan and organise lots of games and activities. It is important to build lot of practice and repetition in the skill areas. Teaching routines that ensure personal safety and hygiene are considered important.

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- **Listen to children**—Listen to what children are talking while they are observing and exploring during the activities, to understand the level of information and strengths they have, in order to plan activities, to promote their learning further.
- **Spend time in observation**—Observe children while they are engaged in activities. The teacher may choose to participate in activities with children or decide to stand aside while observing them.



- **Scaffold a child's experiences**—Elaborate on the child's 'hands-on' experiences, encourage children to recall experiences that relate to a current task, to build learning continuity and establish new concepts and understandings.
- **Celebrate diversity**—The diverse language and dialects of children may be endorsed and expanded by the teachers. The topics should be addressed in a variety of ways like musical, story-based, play, discovery, pictorial, artistic, logical deductive

because of the fact that children learn in diverse ways and can show understanding by using different symbolic media.

- **Listen to and co-coordinate with parents and family members**—Involve parents in the programme, invite them to share local folk tales, songs, traditional festivities and also encourage them to organise meaningful developmentally appropriate activities at home as well.

5.8 Devising the Daily Schedule

- A daily plan or schedule should be prepared by all the teachers. It should provide for specific activities, work and play. These will vary for classrooms catering to different age groups. The teacher must weave the activities into the daily schedule and make it a balanced day's programme. A well-designed schedule not only provides for systematic planning, but also allows the teacher the flexibility for effective implementation of the plan. Each day's plan should include the developmental and learning objectives to be promoted.
- Although planning is done before hand, the planning should be flexible enough to accommodate any change that might become necessary depending on the interest shown by the children at a particular moment. For example, if the plan mentions a conversation on 'plants' but the children spot 'mouse' and want to talk about that, the teacher/worker should shift the topic at that moment to the 'mouse' itself.
- Daily scheduling allows time for the teacher to observe children and work with them individually and in groups. It is necessary for the teacher to observe and determine the needs and interest of the children allowing them flexibility. An example of this can be an early science experiment in the 'Discovery

Principles of Programme Planning

- Balance of:
 - indoor and outdoor activities
 - quiet and active experiences
 - small group, large group and individual learning activities
 - child-initiated and teacher-initiated activities
 - activities catering to all aspects of development/learning
- Maintain reasonable pace throughout the day.
- Experiences from simple to complex, familiar to unfamiliar and concrete to abstract.

Area' which may be planned for about 15 minutes, but if the children enjoy it, become more interested, then it may be extended to 30 minutes. Teachers and workers should always be nearby to give assistance, encouragement and to summarise salient points during small group activities.

- Since a child's attention span is gradually developing and varies with age, hence, activities should be planned accordingly.
- Children tend to have variations in ability to focus and need for sit-down activities in the day, this should be accounted for in a day's schedule, e.g., towards the end of the day, children tend to be mentally tired and find sit-down work to be more challenging.
- Divide children into small groups according to their ages and developmental levels and give them activities on rotation basis.

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

5.9 Suggestive Schedule of Activities

The day's routine can be planned keeping in mind the principles of programme planning based on the age, needs, interest

and developmental level of the children. The teacher may select any approach and plan activities and experiences using the given activity schedule.

Activities	Methods of Conduct
Welcome Circle (health check-up, attendance, weather, date and day discussion, conversation, rhymes)	Teacher-initiated Large Group Activity
Environmental Mathematical Concepts	Teacher-guided Small Group Activity
Indoor free-play in activity areas	Child-initiated Small Group Activities

Break Time	
Language and early literacy activities (storytelling, rhymes, conversation, dramatic/role-play)	Teacher-initiated Large/ Small-group activity
Creative Activity: Art and Music	Child-Initiated Small Group Activity
Outdoor Play	Child/Teacher-initiated Large Group Activity
Goodbye Circle/ Reflection time	Teacher-initiated Large Group Activity



6

ASSESSMENT IN PRESCHOOL EDUCATION

Assessment is an essential and integral component of the preschool programme. It gives an insight into children's interests, achievements and possible difficulties in their learning. The purpose of assessment is to give useful information about children's learning and developmental levels by teachers/caregivers, including families. It helps ensure early identification of developmental delays, special educational needs of children and their specific interests and abilities.

Points to be kept in mind while doing assessment

- Assessment must be based on qualitative judgements of children's activities, status of their health, nutrition, physical and social well-being.
- Each child should be assessed individually through informal and systematic observations of children's play and other activities.
- On no account, should children be made to take any form of test or examination, either oral or written.
- The purpose of evaluation at the preschool stage is not to label a child as 'pass' or 'fail'.
- Assessment should provide direction for learning new skills.
- Assessment should focus on child's strengths rather than deficits.

- The progress of children should be recorded for each aspect of development on a continuous basis.
- Assessment should help in identifying children who have some special needs.
- The teacher should plan activities based on the assessment of children.
- Parents and teachers need to monitor the progress of children collectively.

6.1 How should Assessment be carried out and Reported?

Assessment in preschool should be formative, continuous and flow from the experiences planned in the curriculum. Formative and continuous assessment implies observing and documenting the development of the child, by interpreting the evidence from day-to-day experiences of the child with the purpose of recognising and encouraging strengths and addressing learning/developmental gaps. Each child's progress needs to be assessed on a continuous and comprehensive basis, through observations of their behaviour, their art work and other products, anecdotal records, checklists, portfolios and interactions with other children. The current level of performance should be rewarded to reinforce small steps of accomplishments towards long-term goals.



Teachers must document each child's learning in a variety of ways. The documentation will provide administrators and the teaching staff with valid information on how to improve the programme, incorporate changes that are necessary, plan, organise on what to do next, what questions to ask and resources to provide for.

Each child's folder should be available for parents and children to view and should remain with the preschool until such time as a child's transition to another preschool programme or in the primary school. All parents should receive a written and verbal progress summary report of their child at least twice a year.

6.2 Assessment Tools and Techniques

Assessment can be done by using various tools and techniques:

- (a) **Anecdotal records:** Brief written notes based on observations of children—how and where children spend time, their social relationships, their use of language, modes of interaction, information about health and nutrition habits.
- (b) **Portfolios:** A portfolio is a flexible and adaptable collection over time of various concrete work samples showing many dimensions of the child's learning. This type of assessment also focuses on the

child's strengths and demonstrations of knowledge and skills. Samples of children's work in art, painting, craft work, collage making etc., also become a part of the portfolio.

- (c) **Observations:** Observation could be planned purposefully for observing a child or group of children in specific situation. It is also carried out as an on-going natural process in everyday teaching-learning activities. Observation carried out scientifically is source of valid information about a child's various personality dimensions and learning progress.
- (d) **Checklist:** It is a list of learning outcomes, behaviours, or traits of a child in a particular development area. A teacher is to determine whether these traits exist in a child or not. She has to mark on the checklist as 'Yes' or 'No' to indicate whether a particular child exhibited a behaviour during that observational period.
- (e) **Rating Scale:** A rating scale is a tool used for assessing the performance of tasks, skill levels, procedures, processes, qualities, quantities or end-product. Rating scales are similar to checklists except that they indicate the degree of accomplishment rather than just 'yes' or 'no'.
- (f) **Photographs and video clips:** Videos and audio help teachers to assess a child's progress and programme progress and boost the motivation and confidence of children. Teachers can accordingly design and modify suitable classroom practices by viewing and listening to the recordings subject to privacy considerations.

In addition to the assessment of preschool children, it is important that assessment of preschool programme should also be done.

6.3 Assessment of Preschool Programme

There is a need to inform and monitor instructions in a preschool programme to identify developmental progress of individual children and monitoring of progress over time. Awareness of how children are acquiring knowledge and skills, developing dispositions and attitudes provides information about the appropriateness as well as the need for modifications of curriculum activities.

The purpose of assessing preschool programme is mainly to improve the quality of the programme and other basic services given to children. The preschool programme should always be reviewed on a periodic basis keeping in mind the preschool goals and early learning outcomes. It must

address the components designed and delivery of the preschool programme.

The preschool staff, such as supervisor, in-charge and HM should be a part of the evaluation exercise. They may observe and collect the information required for review and improvement. The results of evaluation guide the decisions about changes required which would ultimately bring quality in the preschool programme and delivery of services.

Time-to-time monitoring and mid-term evaluation help to understand how the programme is functioning and all children are progressing to achieve ELO's and at the same time improving teacher-child and parents interactions. It improves the chance for positive improvement and strengthen the transitions from home to preschool and preschool to early primary grades.

7

MONITORING AND SUPPORTIVE SUPERVISION

Monitoring and supportive supervision are integral to effective implementation of the preschool education programme.

Monitoring is the process to check the progress of the programme by collecting and analysing the information about the programme.

Supportive supervision, the analysis of the information collected during monitoring, facilitates better management of the preschool, by guiding and enabling the staff to perform their roles and responsibilities optimally. Monitoring and supportive supervision is not a one-time activity, instead it should also be carried out on an on-going basis and constructive feedback must be provided to the staff in a timely manner.

The focus of monitoring and supervision should not be on fault-finding of individuals and reporting on them. Rather, the focus must be on building the system to be able to achieve the goals of preschool education, assessing if there are any challenges/problems in the process, identifying the root causes of the problem, prioritising the aspects to be addressed, finding solutions and implementing them to ensure that children are safe and develop optimally and participate in a good quality preschool programme.

Effective supervision and guidance leads to improved functioning of preschools and encouraging that the foundation for inclusive schooling is laid.

7.1 Responsibilities for Monitoring and Supervision

The Headmistress or the Headmaster must continuously monitor the implementation of the preschool programme. The senior-most teacher of the primary school will have the responsibility of supervising the preschool. ICDS system has supervisors in place. The supervisory staff would support the teacher in solving her/his professional problems, in examining the collaboration of preschool teacher with the parents and community, assessing curriculum content, teaching methods, assessment methods, distribution of duties, scheduling of activities, etc.

The supervisor must provide constructive feedback to the teachers. The supervisor will act as a guide and a consultant in steering the efforts of the preschool teacher for improving the teaching-learning processes. The supervisor must also provide on-site guidance and mentoring to the teachers in relation to day-to-day educational matters.

Supervisory staff should facilitate professional development of the staff through strategies, such as, forming small study groups among the teachers, organisation of in-service training programmes, encouraging the staff to undertake research of various kinds and building a team spirit amongst teachers.

In addition to the supervision, there could be monthly joint monitoring visits by, zonal or *mandal* level education officers and ICDS Supervisors, and quarterly joint monitoring visits by the District Education Officers and the CDPOs to observe the quality of preschool education programme. It would be useful to plan meaningful visits, allowing the visiting officer to spend

at least one and a half hour in each centre. Along with assessing the implementation of the programme, the visiting officers must also inform the functionaries about any recent developments that would build their capacity to perform their roles better.

As per the RTE Act, 2009 the School Management Committee (SMC) members are also responsible for monitoring and supervising school activities. Constitution of SMC in school must involve the parents of preschool children also. The SMCs should also look after and provide support for the smooth functioning of preschool education programme and provide support in developing stronger linkages between preschool and primary schools.

8

PARTNERSHIP WITH PARENTS AND COMMUNITY

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

Parents can be involved in the preschool programmes in two ways:

1. Educating parents about different aspects of child development, health and nutrition, pedagogy of the preschool education and the type of activities they should be conducting with their children, including those with special needs at home.
2. Using parents as a resource in the preschool programme.



8.1 Parent Education to Support the Child

Parent education is necessary to ensure that whatever is achieved in the preschool is further reinforced or complemented at home. Parents can be taught simple skills of recitation, story telling, preparation of puppets and low-cost fun toys, etc. For children, this will help improve the quality of parent interaction with the child and provide opportunities of children to play. They should be made aware of:

- need for a comprehensive approach to development.
- age-related milestones and the dangers of pushing a child beyond what she/he is ready for.
- child care, i.e., emotional health and nutritional needs of the child at different stages of her/his development.
- importance of play and early stimulation for the child's development.
- play-way methodology followed in the preschool programme and its need and purpose.
- role of parents and their support in the development of the child.

8.2 Engaging Parents as a Resource

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

- As an additional adult to assist in handling small group activities, for

example, creative activities, story telling or to accompany children for outings, etc.

- As a substitute teacher in case, the preschool teacher is otherwise occupied.
- As a resource for collecting reusable waste/raw materials for use in the preschool centre.
- Parents with specific talents or skills could make a contribution by using their skills for the benefit of the children. For example, a carpenter could be asked to make some wooden toys, a mother who can sing could teach children songs, a painter could help paint the shelves, etc.
- Share cultural diversity across families—food, dresses, festivals.
- Knowing more information about the children with special needs.
 - Parent-teacher contact can be maintained through: incidental meetings, for example, when parents come to leave or pick up their children.
 - organised parent-teacher meetings which could be held once a month or once in every three months, as convenient.
- Home visits conducted by the teacher/worker to every home (wherever possible) at least once in a term or quarter to build rapport with parents and to update parents about their child's progress.
- *Bal mela*, or children's fair, which could be organised once a year to which the families could be invited.
- A newsletter with illustrations.
- Small video programmes which can be shared with parents through different modes of technology.



8.3 Role of Community

The community is an important stakeholder in the preschool education programme. Involvement and participation of the community members would help in understanding children and their family better. Only if the community is aware, the needs of children can be fulfilled. Community awareness could be achieved through the following:

- Awareness generation programmes including disability-related myths regarding young children, through folk songs, street plays, puppet shows, *jathas*, etc.
- Making preschool visible by organising events where community can participate, like festival celebrations, sports events, *Bal-Mela*, etc. (parents can help in organising and managing such events).

Once the community recognises the need of preschool education, ownership of the preschool among the community members inevitably develops. It is not uncommon to observe community members helping the preschool in many ways, such as providing drinking water, adequate space for the preschool and other resources. A few local members can be appointed in

various capacities in the preschool. They may not be suitably trained or qualified, yet they will be able to contribute in

concrete ways over a period of time towards the objectives and functioning of the preschool.

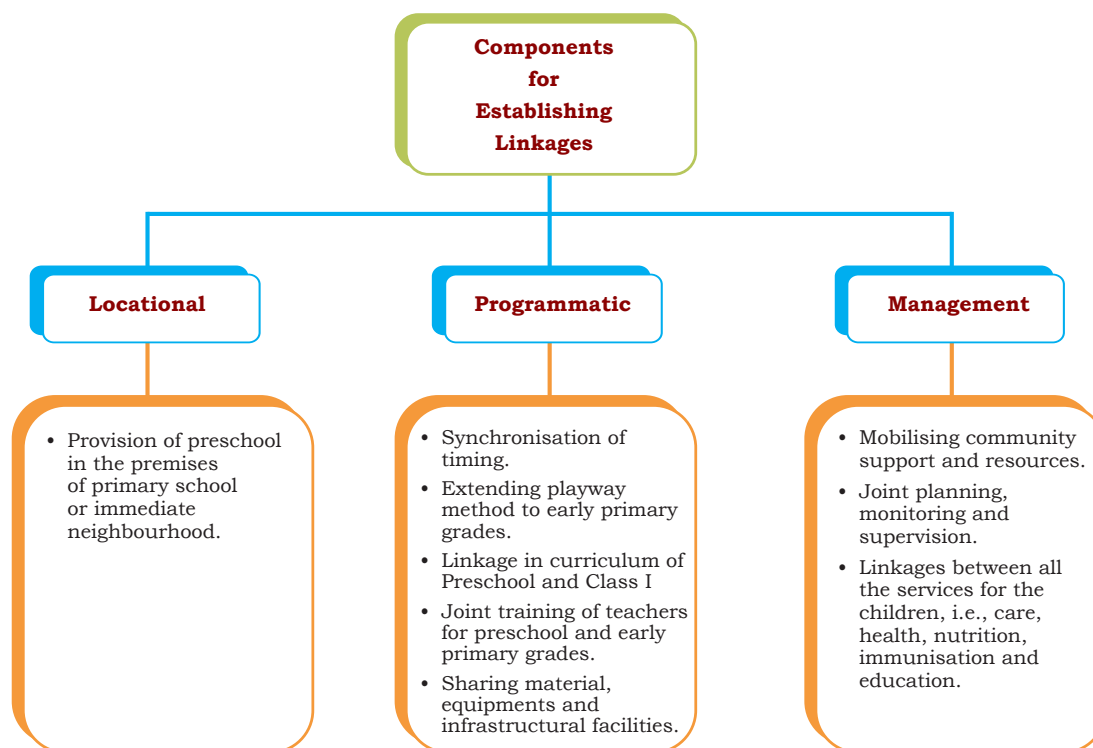
9

SUPPORTING CHILDREN'S TRANSITIONS

Starting school is a major life transition for children and their families. This is a time which can be both exciting and challenging at the same time. The child and the families have to adjust to new environment, new expectations, new interactions and relationships. In this context, it becomes imperative that all children, including those with special needs, are supported in the transition process from home to preschool and preschool to primary school. Therefore, linkages between preschool and primary school should be established.

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

- change in the physical environment



- differences in classroom organisation
- content of curriculum
- pedagogy and practices of preschool and early primary classes.

Benefits of Linkages

- Smooth transition of children.
- Increasing children's participation.
- Enhancing enrolment and retention.
- Higher achievement at different levels of learning.
- Reversing trend of downward extension.
- Better school readiness.
- Effective resource utilisation.

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

9.1 Maintaining Continuity for Smooth Transitions

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

- The early learning outcomes for children's learning in preschool need to be linked with the learning outcomes of Class I.
- Preschools need to plan in such a way that the goals of curriculum are geared to the fulfilment of developmental

needs of all children, including those with special needs.

- Teachers need to allow sufficient flexibility to ensure that the individual interests of children in their preschool are met.
- Parents and families should also be involved in the transition programme so that children can adjust better and adapt smoothly and comfortably in the primary school.
- Training of preschool, and Classes I and II, teachers need to be held together.
- Changes in the new class and new experiences must be gradual rather than sudden.
- Pre and primary school educators should coordinate and communicate regularly so that they can prepare children for the transition from preschool to primary.
- Visits of preschool children to Classes I and II may be organised so that they get familiarised with physical surrounding and get accustomed to environment, without fear, before the academic session begins.
- The physical set up of Classes I and II should be planned in the same manner as that of preschool (in child-friendly table and chairs organised in a cluster), activity areas which will help children share experiences, develop problem-solving skills, coping skills, follow rules and gain a sense of social and emotional well-being.
- The play-based activities must also be a part of Classes I and II and in continuum of Preschool I, Preschool II and Preschool III.
- Class I teacher should go through the portfolios of preschool children which will help them to understand their children better.

To conclude, all children need to develop holistically, they must be in a safe, secure and stimulating environment and all this can be achieved only if there

is a complete understanding, support and cooperation among all those who are concerned with the education of young children.

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Annexure I




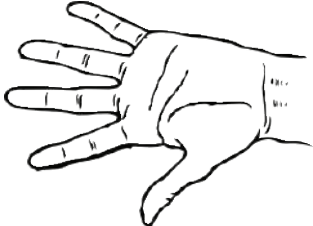
Sample Weekly Lesson Plan by Integrating Approaches (Preschool I)

Days	30 Mins	30 Mins	30 Mins	30 Mins	30 Mins	30 Mins	30 Mins	Key Skills being Addressed		
	Circle Time	Environmental and Mathematical Concepts	Indoor Free Play	30 Mins		Language, Communication and Literary Skills	Art and Aesthetics		Outdoor Play	Good Bye Circle Story Telling
		Teacher Initiated Large Group Activity	Teacher Guided Small Group Activity	Child Initiated Small Group Activity	Teacher Initiated Large Group Activity	Child Initiated Small Group Activity	Child Initiated Large Group Activity		Teacher Initiated Large Group Activity	
Mon.	<ul style="list-style-type: none">WelcomeWarm upHygiene check-upRhymes/songsSharing by the childrenName tag activityCalendar activityFree conversation	Visit to a garden/park nearby The children and teacher have together decided that they would observe and notice things they see, sounds they hear and textures they feel. Children can smell flower, sand, leaves etc. They will collect what they like from the ground.	BREAK			<ul style="list-style-type: none">Children and teacher sit in a circle. Children take turns to express themselves and talk about their experiences and their observations.Teacher supports children for turn taking and for keeping to the topic of the conversation.	<ul style="list-style-type: none">Children present their experiences in the garden. Children may make drawings, models, collage, etc., based on their visit to the garden. Teacher writes on the sheet what the child says she has made	<ul style="list-style-type: none">Free outdoor play. (If there is no outdoor space available, do some activity involving large muscle movements).	<ul style="list-style-type: none">Story telling— Use a picture book (without written words) preferably about a park/garden.After the story, children will be encouraged to handle the book.Recapitulation of the day.Children will be encouraged to share the experiences with their parents at home.	<ul style="list-style-type: none">ObservationExplorationFocusing attentionVisual discriminationWaiting for their turnExpressionReflectionSequential thinkingBook handling

Tue.	<ul style="list-style-type: none"> • Welcome • Warm up • Hygiene check-up • Rhymes/songs • Sharing by the children • Name tag activity • Calendar activity • Free conversation 	<ul style="list-style-type: none"> • Children sort the items collected into different groups. All the children go around seeing and talking about the display items in different heaps. The class looks at one of the collections and talks about the differences: size, colour, shape and texture. They decide to sort them on the basis of one, say sorting into big and small leaves. The class says that there are more small leaves than big leaves. Teacher counts and tells that there are 8 big leaves but they have 15 small leaves. 	<ul style="list-style-type: none"> • Teacher demonstrates floating and sinking activities to children using leaves, twigs, stones, plastic. • Children go to the activity areas of their own choice for play. 	<ul style="list-style-type: none"> • Children create a word wall of five senses using pictures. The whole class shares what they saw, heard, touched, tasted and smelt. The teacher writes the list on the word wall. • The teacher explains difficult words or words used in home languages. 	<ul style="list-style-type: none"> • Children make <i>rangoli</i>/ pattern of their choice with the things they collected and explain what they have created. 	<ul style="list-style-type: none"> • Walking on a line/along a rope counting their steps with the help of the teacher. 	<ul style="list-style-type: none"> • Oral story-telling. • Recapitulation of the day. • Children will be encouraged to share the experiences with their parents at home. 	<ul style="list-style-type: none"> • Matching and sorting • Similarity and difference • Recall • Vocabulary building • Appreciating work done by others • Creative expression • Problem-solving
BREAK								

Wed.	<ul style="list-style-type: none"> • Welcome • Hygiene check-up • Rhymes/songs • Sharing by the children • Name tag activity • Calendar activity • Free conversation 	<ul style="list-style-type: none"> • Children talk about different textures they experienced at the garden. • The activity is extended by giving tactile cards to children and letting them guess the texture. 	<ul style="list-style-type: none"> • Children go to the activity areas of their own choice for play. 	<ul style="list-style-type: none"> • Picture reading (on a garden scene), naming things in the picture. 	<ul style="list-style-type: none"> • Children colour the pictures/models they made or drawing of a tree's leaf/flower to colour. 	<ul style="list-style-type: none"> • Outdoor organised game-catching/throwing/races/games 	<ul style="list-style-type: none"> • Storytelling with props, e.g., stick puppets. • Recapitulation of the day. • Children will be encouraged to share the experiences with their parents at home. 	<ul style="list-style-type: none"> • Recall • Observation • Vocabulary building • Classification • Sequential thinking • Creative expression • Working in small groups
Thu.	<ul style="list-style-type: none"> • Welcome • Warm up • Hygiene check-up • Rhymes/songs • Sharing by the children • Name tag activity • Calendar activity • Free conversation 	<ul style="list-style-type: none"> • Teacher refers to the sounds they heard when they went to the garden. They have a conversation about it. • The class then may decide to visit the garden/park again—this time to listen to the sounds or may decide to listen to the sounds recorded on the mobile or tape recorder. 	<ul style="list-style-type: none"> • Visit continued 	<ul style="list-style-type: none"> • Children are given a bundle of picture cards of things seen in the garden. In passing the parcel game, they will speak one sentence on the picture. 	<ul style="list-style-type: none"> • Draw anything related to your visit to the garden. Ask children to interpret the images. 	<ul style="list-style-type: none"> • Free outdoor play. (If there is no outdoor space available, do some activity involving large muscle movements). 	<ul style="list-style-type: none"> • Storytelling with picture cards. • Recapitulation of the day. • Children will be encouraged to share the experiences with their parents at home. 	<ul style="list-style-type: none"> • Sound discrimination • Observation • Classification • Focusing attention • Creative expression • Sequential thinking

BREAK

SEE		flower		fruits		leaf, tree, flower	
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Annexure II

Sample Weekly Lesson Plan by Integrating Approaches (Preschool II)

Visit to the Garden

Days	30 Mins	30 Mins	30 Mins	30 Mins	30 Mins	30 Mins	30 Mins	30 Mins	30 Mins	Key Skills Being Addressed
Mon.	Circle Time	Environmental and Mathematical Concepts	Free Play (Indoor Play)	30 Mins			Language, Communication and Literacy Skills	Art and Aesthetics	Outdoor Play	Good Bye
	Teacher Initiated Large Group Activity	Teacher Guided Small Group Activity	Child Initiated Small Group Activity	30 Mins			Teacher Initiated Large Group Activity	Child Initiated Small Group Activity	Child Initiated Large Group Activity	Teacher Initiated Large Group Activity
	<ul style="list-style-type: none"> Welcome children Warm up Health and hygiene check-up Rhymes, songs — trees/ flowers/ birds/ butterflies Sharing by the children Name tag activity Calendar activity 	<ul style="list-style-type: none"> Visit to a garden/park nearby. Child can make use of magnifying glass to observe things, insects, etc. 	BREAK			<ul style="list-style-type: none"> They come back and talk about their experiences. Children and teacher sit in a circle. Children take turns to express themselves and talk about their experiences. Teacher supports children for turn taking and for keeping to the topic of the conversation. 	Free hand drawing— teacher will ask children to draw anything related to their visit to the garden.	Free outdoor play. (If there is no outdoor space available, do some activity involving large muscle movements).	<ul style="list-style-type: none"> Storytelling — Use a picture book (with 2–3 written lines on a page) related to plants/ leaves/birds/ butterflies. After telling the story, the children will be encouraged to handle the books. Recapitulation of the day — What did we do today? What did you enjoy the most? 	<ul style="list-style-type: none"> Observation Exploration Focusing Attention Visual Discrimination Waiting for their turn Expression Reflection Sequential thinking Book handling

Tue.	<ul style="list-style-type: none">• Welcome children• Warm up• Health and hygiene check-up• Rhymes, songs— Trees/ flowers• Sharing by the children• Name tag activity• Calendar activity• Free conversation	<ul style="list-style-type: none">• Conversation on what they saw in the garden the day before• Make a word wall of senses and record children's responses.• Talk in detail about the parts of a plant.• Talk about the colours, shapes and sizes they saw.• Arranging the leaves, twigs, and feather according to their length (long to short or short to long) in five levels.	<ul style="list-style-type: none">• Children will go to activity areas of their own choice for play.• After playing, children will keep the materials back on their respective labeled racks/ shelves.	BREAK			<ul style="list-style-type: none">• Beginning sounds — the children will see the picture of objects related to the garden (tree, butterfly, birds, ants) and give the first sound of the word. <i>*When starting the identification of beginning sounds of any objects, start with L1 (First language).</i>• In the initial stages the words may not necessarily have meaning associated with them.	<ul style="list-style-type: none">• Leaf printing: children apply water colour on leaves and do leaf printing.	<ul style="list-style-type: none">• Structured (races, games) / free outdoor play. (If there is no outdoor space available, do some activity involving large muscle movements).	<ul style="list-style-type: none">• Children will be encouraged to share their day's experience with their parents at home.• Oral storytelling• Recapitulation of the day—What did we do today? What did you enjoy the most?• Children will be encouraged to share their day's experiences with their parents at home and talk about the parts of the plants with them.	<ul style="list-style-type: none">• Matching and sorting• Similarity and difference• Recall• Vocabulary building• Appreciating work done by others• Creative expression• Problem-solving• Phonological awareness• Seriation
Wed.	<ul style="list-style-type: none">• Welcome children• Warm up• Health and hygiene check-up• Rhymes, songs— Trees/ flowers	<ul style="list-style-type: none">• Teacher may initiate a discussion on what trees and plant give us.	<ul style="list-style-type: none">• Children will go to activity areas of their own choice for play.	<ul style="list-style-type: none">• Rhyming words: The teachers speak out a few words-like <i>gana, dana, cat, mat</i> and encourages children to make some rhyming words.	<ul style="list-style-type: none">• Colouring – The teacher will provide outline of pictures of flowers/	<ul style="list-style-type: none">• Walking on a curved line and counting the steps with the help	<ul style="list-style-type: none">• Story telling with a picture book with small text.• Recapitulation of the day – What did we do today? What did you enjoy most?	<ul style="list-style-type: none">• Recall• Observation• Vocabulary building• Classification• Sequential thinking• Creative Expression			

	<ul style="list-style-type: none"> • Sharing by the children • Name tag activity • Calendar activity • Free conversation 	<ul style="list-style-type: none"> • Conversation <ul style="list-style-type: none"> – Distribute picture cards of different objects related to garden, e.g., flowers, plants, leaves, butterflies, birds, grass, etc., and children will say 2–3 sentences about the picture they have in their cards. • Children make a pattern of their choice with materials collected from the garden (two leaves, one stone, two twigs). 	<ul style="list-style-type: none"> • After playing, children will keep the materials back in their respective labeled racks/shelves. 	BREAK			<ul style="list-style-type: none"> • The children will be encouraged to create sentences orally using the objects seen in the park in L1 (first language) 	Structured (races, games)/free outdoor play. (If there is no outdoor space available, do some)	The children use palm printing to create trees and flowers	<ul style="list-style-type: none"> • Oral storytelling • Recapitulation of the day — what did we do today? What did you enjoy the most? The teacher will ask children 	<ul style="list-style-type: none"> • Sound • Discrimination • Observation • Classification • Focusing Attention • Creative Expression 	<ul style="list-style-type: none"> • Working in small groups • Sentence construction • Pattern making • Rhyming words
Thu.	<ul style="list-style-type: none"> • Welcome children • Warm up • Health and Hygiene check-up • Rhymes, songs—birds/butterflies 	<ul style="list-style-type: none"> • Conversation <ul style="list-style-type: none"> — Talk about the sounds the children heard during their visit to the garden. • Introduce different sounds of 	<ul style="list-style-type: none"> • Children will go to activity areas of their own choice for play. • After playing the 					butterflies/trees to the children and ask them to colour it.	of the teacher.	<ul style="list-style-type: none"> • The teacher will encourage children to share their day's experience with their parents at home and talk about what plants give us. 		

[illegible]

and feel the different texture, e.g., rough, smooth, hard and soft and name them.

Counting—teacher will speak out any number (upto 10) and ask children to count and take out the same number of stones.

- Counting—teacher will speak out any number (upto 10) and ask children to count and take out the same number of stones.

BREAK

Revision of the Week's Activities

Sat.

Annexure III

Sample Weekly Lesson Plan by Integrating Approaches (Preschool III)

Visit to the Garden

Days	30 Mins	30 Mins	30 Mins	30 Mins	30 Mins	30 Mins	30 Mins	30 Mins		
	Circle Time	Environmental and Mathematical Concepts	Free Play (Indoor Play)	30 Mins			Language, Communication and Literacy Skills	Art and Aesthetics		
	Teacher Initiated Large Group Activity	Teacher Guided Small Group Activity	Child Initiated Small Group Activity	Teacher Initiated Large Group Activity	Child Initiated Small Group Activity	Child Initiated Large Group Activity	Teacher Initiated Large Group Activity	Good Bye		
Mon.	<ul style="list-style-type: none">• Welcome children• Warm up• Health and hygiene check-up• Rhymes related to garden visit• Sharing ideas by the children• Name tag activity• Calendar activity	<ul style="list-style-type: none">• Visit to the nearby garden/park.• Observing different things in the garden using five senses• Child can make use of magnifying glass to observe things insects, leaves etc. (such as observing how magnifying lens make things appeal bigger)	BREAK			<ul style="list-style-type: none">• They come back and talk about their experiences. Children and teacher sit in a circle. Children take turns to express themselves and talk about their experiences and observations• Teacher supports children for turn taking and for keeping to the topic of the conversation	<ul style="list-style-type: none">• Free hand drawing – teacher will ask children to draw anything related to their visit of the garden or create using collections they got from the garden	<ul style="list-style-type: none">• Free and guided outdoor play. (If there is no outdoor space available, do some activity involving large muscle movements or music and movement activity)	<ul style="list-style-type: none">• Storytelling – Use a story book (with 3–4 lines of text) related to plants/leaves/birds/butterflies. After telling the story, the children will be encouraged to handle the books and retell the story, enact out the story• Recapitulation of the day—What did we do today? What did you enjoy the most?	<ul style="list-style-type: none">• Observation• Exploration• Focusing Attention• Visual Discrimination• Waiting for their turn• Expression• Reflection• Sequential thinking• Book handling

Tue.	<ul style="list-style-type: none"> • Welcome children • Warm up • Health and hygiene check-up • Rhymes, songs on Trees/ flowers • Sharing by the children • Name tag activity • Calendar activity • Free conversation 	<ul style="list-style-type: none"> • Conversation on what they saw in the garden the day before • Make a word wall on senses and encourage children to pretend read and match with pictures and record the responses • Arranging the leaves, twigs, flowers, pebbles according to their size/ length in five levels (biggest to smallest; longest to shortest and vice-versa) • Children counts the number of leaves in the given twig 	<ul style="list-style-type: none"> • Children will go to activity areas of their own choice for play • After playing, children will keep the materials back on their respective labeled racks/ shelves • Teacher will continuously observe and record how the children are playing the and using the materials in activity areas 	BREAK	<ul style="list-style-type: none"> • Beginning and end sounds — the children will see the picture of objects related to the garden (tree, butterfly, birds, ants) and give the first and end sounds of the word • When starting the identification of beginning /end sounds of any objects, start with L1 (First language) 	<ul style="list-style-type: none"> • Creating a collage with dried leaves and flowers 	<ul style="list-style-type: none"> • Guided and free outdoor play. (If there is no outdoor space available, organise activity involving large muscle movements) • Music and movement activity 	<ul style="list-style-type: none"> • Read aloud (any story related to plants /garden) • Recapitulation of the day • What did we do today? • What did you enjoy the most? • What did you learn through garden visits? • Children will be encouraged to share their day's experiences with their parents at home and talk about the parts of the plants with them 	<ul style="list-style-type: none"> • Matching and sorting • Similarity and difference • Recall • Vocabulary building • Appreciating work done by others • Creative expression • Problem-solving • Phonological awareness • Seriation
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Wed.	<ul style="list-style-type: none"> • Welcome children • Warm up • Health and hygiene check-up • Rhymes, songs— Trees/ flowers • Sharing by the children • Name tag activity • Calendar activity • Free conversation 	<ul style="list-style-type: none"> • Teacher may initiate a discussion on what trees and plant give us • Conversation – Distribute picture cards of different objects related to garden, e.g., flowers, plants, leaves, butterflies, birds, grass, etc., and children will say 2–3 sentences about the picture they have in their cards • Children create a pattern of their choice with materials collected from the garden (two leaves, one stones, two twigs) 	<ul style="list-style-type: none"> • Children will go to activity areas of their own choice for play • After playing, children will keep the materials back in their respective labeled racks/ shelves 	BREAK		<ul style="list-style-type: none"> • Rhyming words: The teacher speaks out a few words- like Tree-Free- Shree-etc. श्रै- फ्री- श्रै- and encourages children to create string of rhyming words and also create some small poem using these rhyming words • Use the plant part words to label potted containers and let children match with the word wall or vise-versa 	<ul style="list-style-type: none"> • Paper folding activity (making butterfly / tree / flower etc.) 	<ul style="list-style-type: none"> • Using a jumping rope and encouraging children to jump over (raising the level). • Keeping a small bean bag on head and walking on a curved line. 	<ul style="list-style-type: none"> • Storytelling with a picture book 4–5 lines text • Recapitulation of the day— What did we do today? What did you enjoy most? • The teacher will encourage children to share their day's experiences with their parents at home and talk about what plants give us 	<ul style="list-style-type: none"> • Recall • Observation • Vocabulary building • Classification • Sequential thinking • Creative Expression • Working in small groups • Sentence construction • Pattern making and extending • Rhyming words
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Thu.	<ul style="list-style-type: none"> • Welcome children • Warm up • Health and Hygiene check-up • Rhymes, songs—birds/butterflies • Sharing by the children • Name tag activity • Calendar activity 	<ul style="list-style-type: none"> • Children will observe the talk about the growth of their plants (sowed on the first day). • Counting leaves on their plants and comparing with others how tall it is and so on • Sorting the leaves and seeds and counting them 	<ul style="list-style-type: none"> • Children will go to activity areas of their own choice for play • After playing children will keep the materials back on their respective labeled racks/shelves 	<ul style="list-style-type: none"> • The children will be encouraged to create sentences orally using the objects seen in the park in L1 (First language) 	<ul style="list-style-type: none"> • Structured (races, games) /free outdoor play. (If there is no outdoor space available, do some indoor play activities) 	<ul style="list-style-type: none"> • Creating nature art using collections (petals, twigs, pebbles, seeds, berries, leaves, feathers etc.) from the garden 	<ul style="list-style-type: none"> • Oral story-telling • Recapitulation of the day – What did we do today? What did you enjoy the most? • The teacher will ask children to share their day's experiences with their parents at home and talk about the sounds produced by different birds. She will ask them to experience more sounds of different birds at home 	<ul style="list-style-type: none"> • Sound Discrimination • Observation • Classification • Focusing Attention • Creative Expression
BREAK								
Fri.	<ul style="list-style-type: none"> • Welcome children • Warm up • Health and Hygiene check-up • Rhymes, songs—Trees/flowers/birds/butterflies/insects • Sharing by the children 	<ul style="list-style-type: none"> • Conversation on different kinds of textures, shapes, sizes and smells. • The teacher keeps materials collected from the garden (stem, seeds, leaves, twig, flowers) 	<ul style="list-style-type: none"> • Children will go to activity areas of their own choice for play • After playing, children will keep the materials back on their respective 	<ul style="list-style-type: none"> • Children will be divided in two groups and will play <i>Antakshari</i> on garden related words • Children will be divided in small groups and develop questions to interview the gardener 	<ul style="list-style-type: none"> • Colouring /painting small pebbles / stones and using it for creating patterns and designs • Paper folding 	<ul style="list-style-type: none"> • Structured (races, games) /free outdoor play. (If there is no outdoor space available, do some activity involving large muscle movements) 	<ul style="list-style-type: none"> • Dramatisation on the familiar story on 'garden'. • Recapitulation of the day – What did we do today? What did you enjoy the most? • Children will be visiting some other park/garden with their parents , collect 	<ul style="list-style-type: none"> • Sound Discrimination • Observation • Classification • Focusing Attention • Creative Expression • Sequential thinking • Reflections • Meaning making • Counting • Number sense

	<ul style="list-style-type: none"> Name tag activity Calendar activity 	<ul style="list-style-type: none"> She asks the children to pick up the materials, name them and describe in detail Learning about plant growth by planting and caring for flowers and vegetables (sowing, seeds, talking to gardeners etc.) Matching the number of leaves with the numeral/number symbol on the card 	labeled racks/shelves	BREAK	<ul style="list-style-type: none"> Teacher will ask children to talk about each object/material collected and say beginning and end sounds 		relevant garden materials, gather new information and share with the whole group in the next week	
Sat.	<p>Note: Teacher and children create a “MINI GARDEN” in the Classroom /Preschool. (Using collection of artificial flowers, leaves, sand, gardening tools, bins etc.) Children can visit classroom mini garden and talk about this Revision of the Week’s Activities.</p>							

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If you feel uneasy about someone touching you inappropriately, you should not keep quiet. You must

1. Not blame yourself
2. Tell someone whom you trust
3. You can also inform National Commission for Protection of Child Rights through the **POCSO e-box**.

When you get an unsafe touch, you may feel bad,
confused and helpless
You need not feel "bad" because it's not your fault



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If you are below 18 years of age, and are troubled or confused
or abused or in distress or know some other child who is...

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They change lives!!!



CHILDLINE 1098 - a national 24 hours toll free emergency phone service for children in distress is an initiative of CHILDLINE India Foundation supported by Ministry of Women & Child Development



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