

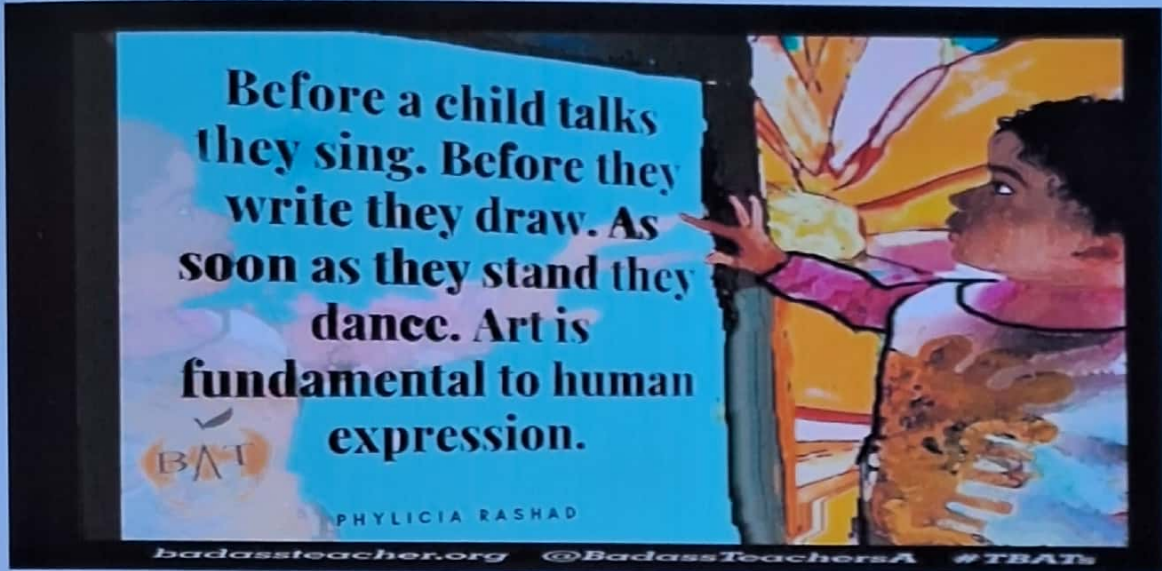


Home Science

University of Kashmir

HSC17109CR

Early Childhood Care and Education



Incharge

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Content of the practical

1. Preschools, Day Care Centre & Anganwadi centers- Preperation of observation reports

2. Placement in any one of the above centre for a week and submission of a report.

3. Planning , preparation and administering teaching kits on Pre-school children:

- **Mock set up:**
 - **Storytelling, puppets and mobiles.**
 - **Song booklet and low cost musical instruments, readiness games and material.**
 - **Art and craft portfolio**
 - **Picture talk and object talk related material.**
 - **Role play.**
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4. Planning of parent teacher meet.

- **Simulation of meet/event/function.**
 - **Planning program.**
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Early Childhood Care and Education

➤ **Visit to Various Centers of ECCE.**



Introduction

Early Childhood Care and Education is a branch of Education theory which relates to the teaching of children (formally and informally) from birth up to the age of eight which is traditionally about third grade. It is described as an important period in the child's development and refers to the development of a child's personality. During this stage, children are highly influenced by the environment and the people that surround them. Early Childhood Care and Education (ECCE) is more than preparation for primary school. It aims at the holistic development of child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifetime learning and wellbeing. ECCE has the possibility to nurture caring, capable and responsible future citizens.

In 1953, the Government of India issued a pamphlet describing some of the experiment in pre-schools. Kashmir has made the greatest progress of that time.

In 1940, there were very few nursery schools or kindergarten in Kashmir, but in 1953 there were 200 known pre-schools teaching 9000 children. The unprecedented growth in this type of children was due to the new Kashmir plan, which aimed to give equal opportunity to all citizens.

Kashmir pre-schools were largely for children of three to five in selected rural areas. These experimental schools impart instruction to rich and poor alike and charged no fees. Because the state was not financially able to set up an ideal kindergarten plant. The first pre-school class was started in the middle school in the slum area of Srinagar. Other schools followed, mostly attached to existing primary, middle or high schools. All the classes were under the supervision of the social education branch of the state.

Maria Montessori had done much missionary work for her method in India, Kashmir rejected the materials as being much too expensive. From the beginning the children were expected to learn through activity. At first, untrained teachers were employed but through short courses, 300 teachers have not been trained.

The aim of freedom from fear and regimentation is emphasized repeatedly. For the younger children, hundred junior kindergarten activities were worked out to "Train the children senses, strengthen limbs, and help them to learn cleanliness" when play time would come the children enjoyed swinging, tug of war, folk dancing and singing to the tumbakhnari drum. The children would paint on old newspapers with homemade brushes of cat and goat hair. They would build blocks, learn to tell time, and practice posting letters. Children would use simple homemade apparatus such as waste paper, cardboard, sand, pebbles and mud are used. There were 200 recommended activities for the senior kindergarten.

Objectives of ECCE

- Establish a sound foundation for a good physique
- Imbibe good health habits and basic life skills/self-help skills necessary for personal social adjustments.
- Fosters socializing skill
- Develops an Enthusiasm for learning.
- Promotes holistic Development.
- Teaches the kids to Respect.
- Develops Sharing and Team Work Attitude.

❖ **Practical no. 1**

Preschools, Day Care Centre & Anganwadi centers- Preperation of observation reports.



Introduction (pre-school and Day care Centre):

Early childhood professionals know the events of the Pre-school years as the corner stone of later learning. This road to success in school and life begins long before Kindergarten or first grade. The pre-school years are assuming the more important place in the process of schooling these days. For many children, the pre-school years are the beginning of a period of at least fourteen years, during which their years will be dramatically influenced by teachers and schooling.

Introduction to Anganwadi Centre:

The Indian Council for Child Welfare has come out in a big way to expand pre-school education facilities in rural area. In the states councils for child welfare are organizing Balwadi and Anganwadi workers training programme. These training programmes are local in origin, based on the assumption of utilization of waste material and local resources is provided to be quite successful.

In the National policy of education (1986) efforts is being made to organize these services which are run by different organizations, under the programme of ECCE.

Observation Report

Practical no. 3

Planning , preparation and administering teaching kits on Pre-school children

a) Mock set up:

The concept of mocking comes into the picture. The mock object will mimic the original object, so that we can carry on with the development process. The process begins with the distribution of case booklet.

Setting mock object:

Evaluation :

Report:

b) Storytelling, puppets and mobiles.



Storytelling instills virtues in children. Kids imitate and listening to stories with morals can motivate them to behave well. It enhances their creativity and the ability to think out of the box. They become more imaginative and respond to things in their own unique manner.

Stories for children:

- What stories can do.
- Why Fairy Tales are so popular
- Why some people object to Fairy Tales
- Modern children Literature.

Narrating the story:

- After the story.
- Supports for storytelling. Story telling by children and Dramatization.
- Other values of storytelling and dramatic play.
- Summing up.

Objectives :

- Understand the purpose that fantasy serves in a child's life.
- Explain how stories help the child to develop personality.
- Discuss why children like some stories as compared to others.
- Describe how the educator can organize children's dramatic play.
- Select an appropriate story for children, narrate it well and involve them in it.
- Encourage children to narrate stories and to dramatize.
- Prepare some supports for storytelling and use them during the narration.

c) **Song booklet and low cost musical instruments, readiness games and material.**

Teaching children nursery rhymes will help them be better readers later on in life. When singing nursery rhymes, we naturally speak more clearly and slowly than we normally would which is a good way for children to learn the words and understand how they are formed. They also love to imitate you, so have fun with the songs by making funny face and movements to match the words, and they will have lots of fun doing them with you.

➤ **Significance of music**

➤ **Songs and singing.**

- Characteristics of a good song.
- Different kinds of songs.
- Teaching songs to children.

➤ **Movement activities to music.**

➤ **Musical instruments**

- Making simple instruments.
- Actual musical instruments.
- The body as an instrument.

➤ **Time for music and movement.**

➤ **Summing up.**

Objectives:

- Understand the significance of music and movement activities for children.
- Build up children's natural responsiveness to music.
- Plan and organize some rhythm activities with children.
- Identify appropriate songs for children and teach them to children.
- Involve children in making simple musical instruments.

d) Art and craft portfolio



- Introduction
- Art – Its meaning for young children.
- Appreciating children's Art.
- Drawing.
- Painting.
- Some variations in painting.
- Printing .
- Material for drawing, painting and printing.
- The tools.
- Surfaces.
- Paints .
- Clay .
- Forming and pasting.
- Paper folding.
- Paper cutting.
- Collage.
- Making picture books.
- Making toys.
- Caregiver role.
- Summing up.

Objectives:

After studying this unit, you should be able to

- Understand the significance of providing Art activities in the curriculum for children's centre.

- Appreciate children's Art.
- Identify appropriate Art activities for Pre-school children.
- Identify materials and tools needed for these activities.
- Trace the developmental stages in Art activities.

e) **Picture talk and object talk related material.**

Children will learn or review vocabulary for a variety of classroom objects, as well as prepositions of place, in order to describe where things are in the classroom. They will draw, play games and sing a song to practice the language or structures. There are also additional suggestions for follow-up activities that can be set as homework or done in following lessons as review.

Objectives :

- To learn or review vocabulary related to classroom objects.
- To review prepositions of place.
- To review the structure 'Its on the table'
- To practise using the structure 'There's a pen on the table'

Materials :

- A photo of your own classroom or a generic classroom picture.
- A variety of the more mobile objects such as a pen, pencil, folder book, etc.
- A set of sticky labels with the names of the classroom objects written on them.
- A classroom picture for learners to draw on it.
- A matching worksheet with pictures and words of the classroom objects (one per learner) optional, for follow up/homework.

f) **Role play**

Role play is an important Part of child development, as it builds confidence, creativity, communication, physical development and problem solving. Along with being a fun activity, it also allows children to get into character and act out real life roles of fictional performance.

Types of Role play:

1. Occupational
2. Fantasy
3. Real life situation

