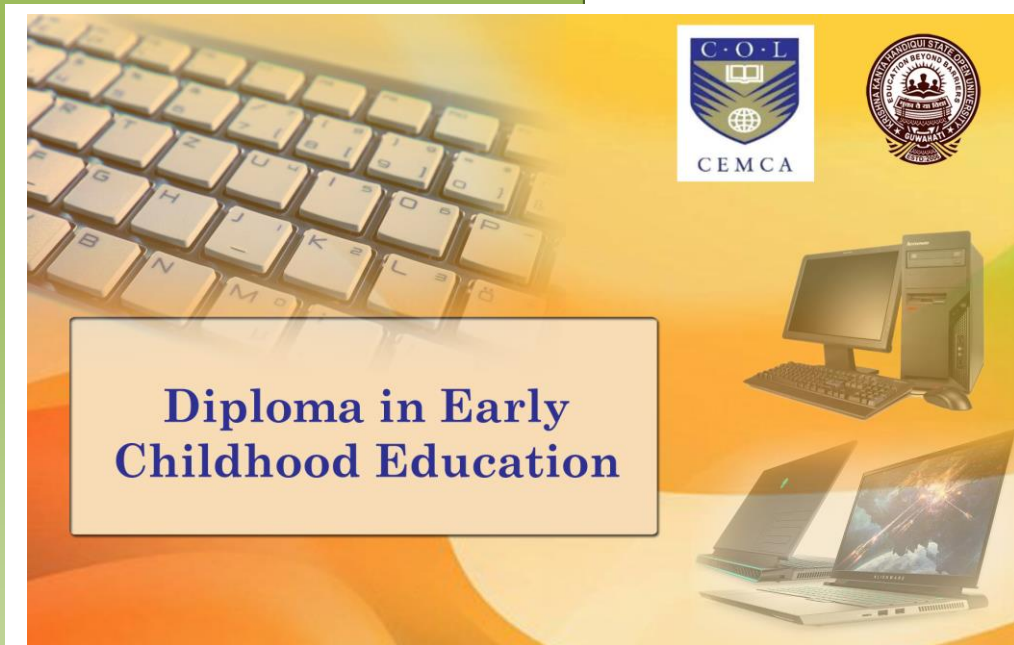


Course : 02

**PEDAGOGY AND
ASSESSMENT IN EARLY
CHILDHOOD
EDUCATION**



Year : 2021



**Commonwealth Educational Media Centre for Asia
and
Krishna Kanta Handiqui State Open University**





PEDAGOGY AND ASSESSMENT IN EARLY CHILDHOOD EDUCATION



**Commonwealth Educational Media Centre for Asia
and
Krishna Kanta Handiqui State Open University**



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Course Introduction

This is the second course of Diploma in Early Childhood Education. There are four modules in this course. The first module gives a detail elaboration of *the pedagogical concept of early childhood education*. The second module reflects on some of *important method of teaching the young kids*. The third module deals with the most important aspect of teaching i.e., *Teaching –Learning Material*. The fourth and last module of this course highlights upon the important aspects of education –*assessment especially in the field of early childhood education*.

While going through the modules you will find some Video links and QR Codes given inside the boxes. This will help you to understand the content of the module. In some of the modules there are some boxes which highlight the important points of the very module.

Introductory Video of the DECE Programme	Video link : https://www.youtube.com/watch?v=1vucY - Glo	Scan with QR Code 
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Module I:
Pedagogy of Early Childhood Education



Module Structure

- 1.1 Learning Objectives
- 1.2 Introduction
- 1.3 Concept of Pedagogy
- 1.4 Significance of Appropriate Pedagogy for ECE
- 1.5 Understanding How Children Learn
 - 1.5.1 In Born Reflexes
 - 1.5.2 Curiosity
 - 1.5.3 Ego Centric Nature
 - 1.5.4 Concrete Thinking
 - 1.5.5 Attention Span
 - 1.5.6 Hypothetical Thinking
 - 1.5.7 Imitation
 - 1.5.8 Repetition
 - 1.5.9 Learn By Doing
 - 1.5.10 Exploration
 - 1.5.11 Principles Of Early Learning Observation
- 1.6 Let Us Sum Up
- 1.7 Further Reading

1.1 Learning Objectives

After going through this module will be able to-

- define the concept of pedagogy
- explain the significance of appropriate pedagogy for ECE
- explain how children learn
- discuss the various methods through which children learn

1.2 Introduction

Early childhood is said to be one of the most important time of life. When a baby is born no one knows what potentialities he has or how he will develop. But as the baby grows up he extends his horizons to learn about the world around. Development of a child depends upon interaction between innate characteristics and environmental factors. Early

experiences of life have a direct impact on the developing architecture of the child's brain. The practitioners of early childhood education should have proper knowledge of child's development, so that to know that the child is on his path of supplying activities and experiences which is necessary for his developmental process. Children develop ideas and new knowledge at a very young age that helps them to know the existing world around them. It is time when the children can learn new skills and ideas are developed, therefore understanding of the concepts can be overlooked.

Learning is not just a mere transfer of information and knowledge but developing new understanding on the foundation of the existing understanding. There are no universal methods of teaching that can be applied to anyone, anywhere and anyhow. Effective teachers apply effective strategies to deal with the students who belong to different backgrounds. Pedagogy is the art of teaching. It is concerned with being able to deliver the content and the skills in such a way that it becomes understandable to the students. Pedagogy at the early childhood education should give more importance to development of skills and new knowledge.

1.3 Concept of Pedagogy

The term 'pedagogy' refers to the applied methods and techniques in any field of study or any theoretical concepts. It is mainly the theory and practice along with how the learners are influenced by this. It considers the interaction that take place during a teaching-learning situation. Pedagogy takes into account the teachers, students, teaching-learning activity and also the learning environment.


It refers to those set of instructional techniques and strategies which enable learning to take place and provide opportunities for the acquisition of knowledge, skills, attitudes and dispositions within a particular social and material context. It refers to the interactive process between teacher and the learner and to the environment

Pedagogy has three components-

1. Curriculum
2. Methodology
3. Techniques for socializing children

Curriculum is the syllabus or the content that has been prepared for the children to learn within a definite time frame. It is the content of teaching on the part of the teachers

that is designed to encourage the learning processes like- memory, attention, observation. The cognitive skills like- reasoning, comparing, constructing and classifying are developed through different kinds of means of alphabet. The methodology applied for the implementation of the curriculum is the interaction between people and materials which are completely planned and used by the teachers. They include teaching style, instructional techniques. The third aspect of pedagogy is might be thought of as cognitive socialization which involves role of the teacher and their applied strategies.

Pedagogy	<p style="text-align: center;">Video link :</p> <p style="text-align: center;">https://youtu.be/4aabUB6sM48</p>	<p style="text-align: center;">Scan with QR Code</p> 
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1.4 Significance of Appropriate Pedagogy for ECE

The early years of life of an individual are the pivotal years for setting the learning trajectory. It is evident that the children who have strong, dependable caring relationships with adults and have a good experience of early life with the adults are more likely to adapt to the school environment.

The early childhood educators should have their own philosophies and approaches to be applied to the teaching strategies of the children. Their approaches should include knowledge about the early childhood growth and development, knowledge about the theories and a great deal of experiences with the children in different learning environment, so that it will help them to handle any kind of situation. The teachers or the pedagogues should give more importance to the ability of the children to solve the problem than to understand a concept.

Most psychologists put emphasizes on giving importance to possibility thinking. It is a kind of imaginative technique that aims at proving solutions to the problems or applying techniques that may have the possibility to solve the problem. Another important method to be applied is collaborative learning. It emphasis more on how children learn more than what they have learn.

1.5 Understanding How Children Learn

It is evident that learning is beyond a cognitive activity only and involves physical movement, relationships with others, communication etc. human beings have this amazing characteristics of elasticity or plasticity of the mind and therefore known as the architect of his own mind. The Humanistic Psychology as advocated by Maslow, Rogers believed that emotions and feelings have great importance in behaviour and learning. Rogers work led to the increase popularity of Child-Centered education and emphasized the role of the teacher as a facilitator of learning. Another school of education known as Cognitive Psychology as propounded by Wundt, James, Ivan Pavlov, Watson etc. emphasized more on memory, thinking, reasoning, problem solving etc.

During early years of life three areas are regarded as the prime areas of learning and development, namely-

1. Communication and language
2. Physical development
3. Personal, social and emotional development.

Some of the characteristics or features of early childhood stage that helps the child learn better during that stage are as discussed below-

1.5.1 Inborn Reflexes

Reflexes are involuntary movements or actions. Some are spontaneous and the others are the actions. Some of the inborn reflexes of the new born are- sucking reflex, grasping reflex, step or walking reflex etc. Reflexes enable the child to learn and understand about his surroundings. It helps to identify the normal bodily functioning of the child.

1.5.2 Curiosity

Children are curious by nature. The only challenge is to provide a safe haven to the children where they can express their curiosity that leads to productivity. In the classroom environment the teacher should always encourage the students to ask questions and provide opportunities for thinking. Teacher should value and reward the curiosity of the students. The more curious a child will be the more he will learn. It also stimulates the interest and capacity of the child to learn more.

1.5.3 Egocentrism

Between the ages 2-7, egocentric behaviour raises amongst the children. It subsides as gradually the child grows older. It is a tendency to think about only own needs and desires. It is the inborn nature of the child to learn about himself while he is the centre of attention to the others.

1.5.4 Concrete Thinking

The mental faculties of the children at this age are in a developing stage, understanding of the abstract concepts becomes difficult to them and they can only learn better the concrete ideas. Children during the early stage can learn only about the visible and measurable. For example- a table has a definite height, weight, length and breadth is understandable to the children. Piaget in his discussion of intellectual development describes this type of learning that involves facts, objects, matter etc.

1.5.5 Attention Span

Children at their early stage have a very short attention span. They cannot attend only to a single thing for much longer time and likewise shifts their interest from one thing to another. A child ages 5-6 years can attend an activity of their interest for around 10-15 minutes. Again they can attend something in the classroom for 5-10 minutes if they find it uninteresting or it is to be done without adult's supervision. The attention span of the children during the early years is thus very little.

1.5.6 Hypothetical Thinking

Hypothetical thinking is the exploration of the possibilities and outcome of an event without the event actually occurring. According to Piaget this kind of mental functioning occurs in the formal operational stage which starts from the age of 11 years. Abstract thinking, systematic planning, deduction, reasoning etc are developed during this stage.

1.5.7 Imitation

The term 'imitation' in psychology and education refers to the copying of the patterns of behaviour. It is the ability to repeat and practice the actions of others immediately or later. It is a natural way to learn something. Children are very imitative by nature. It is seen that generally a girl child imitates her mother, how she wear a 'saree' or cook etc., likewise a boy

child imitates his father, how he talk, behave or dress up etc. It is found that children those imitated the adults have a better learning growth. Imitation and role modeling plays a significant role in the development of the personality of the child.

1.5.8 Repetition

Repetition plays an important role in the learning at the early childhood years. The learning needs practice so that the child can adapt to it easily which comes from repetition only. Besides, repetition improves the speed, increases the confidence of the child and strengthens the connection. It is needed not only in the skill development but also for memorization purpose.

- Repetition helps to strengthen the neural processes of the brain
- It provides reinforcement
- Memorization becomes easier
- Coordination can be improved through repetition

1.5.9 Learn By Doing

Children learn better while doing. Experimental method is the main process applied here. Theoretical learning cannot provide the real experience that can be obtained by performing or doing. Therefore students should be given a free atmosphere to learn by their mistakes and doing and redoing the same. It provides the ability to apply the learned knowledge. John Dewey always believed that learning should be relevant and practical and not theoretical. He emphasized that the school must represent present life- life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the playground.


1.5.10 Exploration

It is the action of searching the causes or the purposes. Children are full of wonder and they always want to explore the environment. They use all their senses to learn the unknown. Their curiosity can be effectively applied to the teaching learning activity. Children should be leave free to explore the nature, the world around them. Images in the books cannot provide them with the real life experience which is a must to learn during the early years of life. Therefore their school curriculum should include visits to the historical places, the museums, national parks and other places of importance.

1.5.11 Principles of Early Childhood Education

Teaching in the early childhood years should apply the holistic approach. It must be based on inquiry and exploratory methods. Some of the principles that are to be followed for the early childhood education are as given below-

- Principle of child-centeredness- Education as John Dewey said is a tri-polar process, teacher, taught and curriculum. The curriculum along with the whole classroom environment should be child-centric. The teacher should give due importance to individual differences of the children.
- Principle of learning at own pace- The teacher should allow the child to learn at their own pace. Every child is unique and everyone have their own learning style and speed. The teacher should act as a facilitator to provide the best environment to his children.
- Learning as a natural activity- Learning is not something forceful but spontaneous. The teacher should never try to impose something upon the child but let him learn naturally in his own way. The only task of the teacher is to help the child learning.
- Principle of knowledge of child development- Another important thing on the part of the teacher is the knowledge of child's development as discussed earlier. The teacher must be aware of the different developmental characteristics of the child. Only then he will be able to help the child learn accordingly.
- Principle of interdisciplinary education- The concept of interdisciplinary education has gaining tremendous importance in the present day education. Early childhood education is also no different. It is a method or set of methods used to teach a unit across different curricular discipline. For example- subjects in a definite class suppose second, language, mathematics, environment, etc might work together to form an interdisciplinary unit.
- Principle of exploration- As we have discussed it earlier children should be allowed to explore the environment more to learn better.
- Principle of play- Children are playful by nature. This characteristic of them can be totally applied for teaching them. This way they won't feel them burden of learning something and even this will make learning interesting for them. This method has the at most importance in the education of early childhood stage.

Principles of ECE	<p style="text-align: center;">Video link :</p> <p style="text-align: center;">https://youtu.be/1Go9G6x3xRo</p>	<p style="text-align: center;">Scan with QR Code</p> 
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1.6 Let Us Sum Up

Every situation is a learning opportunity. They learn better when they feel trusted and loved. Every child has his own pace of learning. Therefore there cannot be any universal pedagogy to be applied in the teaching learning activity in the early childhood education. Teacher should emphasis to apply such methods which will enable the child to develop his mental faculties. At most utilization of the child’s senses should be made. Children during the early stage are very sensitive and adaptive to anything new. Therefore it is the responsibility of the teacher to make utilization of their purity and thus developing their inborn potentialities and abilities to the fullest.

1.7 Further Reading

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OER reading links-

1. https://www.scielo.br/scielo.php?pid=S1984-02922015000100056&script=sci_arttext&tlng=en (Pedagogical Practices)
2. <https://courses.lumenlearning.com/atd-hostos-education/chapter/social-and-cultural-foundations-of-american-educationeducational-changeearly-childhood-education/> (Principles of Early Childhood Education)
3. <https://iris.peabody.vanderbilt.edu/module/ecbm/cresource/q1/p04/> (Teaching Classroom Rules)



Module II :
METHOD OF EARLY CHILDHOOD
EDUCATION



Module Structure:

- 2.1. Learning Objectives
- 2.2 Introduction
- 2.3. Play-way method of teaching
 - 2.3.1. Characteristics of Play
 - 2.3.2. Principles of Play way Method
 - 2.3.3 Merits of Play Way Method
- 2.4. Activity-based method of teaching
 - 2.4.1. The importance of activity based method
 - 2.4.2. Kinds of Activities
 - 2.4.3. Role of Teacher in Activity Method
- 2.5. Montessori Method
 - 2.5.1. Principles of Montessori Education
 - 2.5.2. Montessori Method and Teacher
 - 2.5.3. Montessori Method and Learning Environment
 - 2.5.4. Montessori method and Learning activities
- 2.6. Kindergarten Method
 - 2.6.1. Fundamental Principles of Kindergarten Method
 - 2.6.2. Educational environments in a Kindergarten
- 2.7. Let us sum up
- 2.8. Further Reading

2.1. LEARNING OBJECTIVES:

After going through this module you will be able to-

- acquaint with different methods of ECE
- explain the play-way method and its principles
- explain the activity methods and role of teacher in activity method
- explain Montessori method and its principles
- elaborate kindergarten method and its principles

2.2 Introduction:

In present day pre-school importance is given on educating the very young students by different kinds of methods. The success of early childhood education depends very much on the effectiveness of the methods used by the teachers. The essence of childhood is to have endless opportunity for play. A child is happiest when engrossed in play like playing with toys, or playing tag, hide seek or simply running about in groups etc. Throughout educational history, all educational reformers believed that childhood is an important period of human growth and development, and that adults

should not impose their views and ways upon young children. There are different kinds of methods for teaching the small child which are developed on the basis of such views keeping in mind the psychology of the children. In this module, we will be acquainted with some of such methods used in the early childhood education.

2.3. Play way Method

We need to keep in perspective that an activity done in a spirit of fun is not tedious. Children not only learn it better but also retain it better. In fact all modern methods of teaching are efforts in incorporating the element of play in education. The Play-way was first used as a method of teaching by Cadwell Cook. Play helps children to improve their motor skills, enhance their power of imagination and creativity. By introducing Play in education teachers ensure involvement on the part of the students. It is an excellent way to improve young students' creative skills. Play is regarded as the language of the child. What he cannot express through language, he expresses that through play i.e. doing anything with one's heart in it. Play is an innate, creative, joyful, non-serious, interesting and re-creative activity. It is the activity in which natural urges of the child find spontaneous expression. Play is joyful, spontaneous and creative activity in which man finds fullest self-expression. Play is the activity in which a person engages himself when he is free to do what he wants to do.

2.3.1. Characteristics of Play:

- It gives pleasure.
- Voluntary acceptance with involvement.
- Physical work turns into an enjoyable experience.
- More concentration but no tiredness.

Pleasure and satisfaction is the basis of play. A child understands his needs and goals while playing. So it is very important to teach children with the play way method. It has been proved that maximum amount of learning results while playing. This is the most desirable method of learning for kids. Thus, when enjoyment is introduced in an activity, it is said to be done in the "play way" spirit. The play way makes difficult and boring task, delightful and pleasurable to the doer, but it does not mean shirking

from real work; it is introducing element of happiness and satisfaction into otherwise dull and boring tasks.


2.3.2. Principles of play-way methods:

1. **Learning by Doing:** Training of five senses makes all round development in an individual. The principle of learning by doing involves maximum usage of these senses. Any knowledge which a child gains through his head and hands becomes interesting and purposeful for him. The children experiment and discover themselves the required knowledge by means of play-way method.
2. **Principle of individual differences:** The play-way method takes into account the individual differences of the learners. Every individual works according to his differences in different spheres like interests, attitudes, sentiments, capabilities, intelligence level etc. It makes the learning easy and understandable by involving every learner according to his differences.
3. **Sympathetic Attitude:** Play-way method develops a congenial environment in teaching-learning process. It does not create artificial environment or any compulsion on the learners. Everyone is free to do and act according to his interests. Whenever children need suggestions, they accept them without any hesitation.

2.3.3. Merits of Play way Method:-

- Playing is a natural process for children. So, a child actively involves in it. It gets pleasure and satisfaction.
- Similarly, learning takes place naturally through play way method.
- Opportunity is given to a child for full participation in this method.
- It not only develops the knowledge skill of children, but also brings satisfaction in their cognitive level.
- It paves way for self-discipline.
- It gives more opportunities for children's learning with perception and mind.

‘Playing’ is the predominant factor in play way method. It enhances their learning abilities. So, it is the duty of a talented teacher to make use of the best aspects of this play way method in the teaching and learning. At present, realizing the importance of the play way method and its use for different levels of teaching, it is introduced from the Pre-school stage onwards. Teachers have to follow the principles of the Play way Method while going to teach the child. It is mandatory for aspiring pre and primary teachers and Montessori teachers to internalize the importance of educating the very young students by following the Play-way principles.

Play way Method	<p style="text-align: center;">Video link :</p> <p style="text-align: center;">https://youtu.be/XRAfqt7AtVU</p>	<p style="text-align: center;">Scan with QR Code</p> 
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2.4.: Activity method

Activity Method is a technique adopted by a teacher to emphasize his or her method of teaching through activity. It is a child-centered approach. It is a method in which the child is actively involved in participating mentally and physically. Learning by doing is the main focus in this method. In an activity based learners willingly with enthusiasm and implement teaching, concepts relevant to their needs. It requires active problem solving by students in finding patterns in the information through their own investigation and analysis.

The key feature of the Activity based method is that it uses child-friendly educational aids to foster self-learning and allows a child to study according to his/her aptitude and skill. Activities in each milestone include games, rhymes, drawing, and songs to teach a letter or a word, form a sentence or understand a concept. This is a child-friendly way to evaluate and reinforce learning. In the process of learning, they experience, memorize and understand. Students need to be provided with data and materials necessary to focus their thinking and interaction in the lesson for the process of analyzing the information. With continued practice in these processes, students learn not the content of the lesson but also develop many other skills.

2.4.1. The importance of activity based method is:

- It exchanges creative aspect of experience.
- It gives reality for learning.

- Use all available resources
- Provide varied experiences to the students to facilitate the acquisition of knowledge, experience, skills and values
- Builds the students self-confidence and develop understanding through works in his/her group.
- Develops interest, enriches vocabulary and provide stimulus for reading.
- Develop happy relationship between students, teachers and students.
- An activity is said to be language of the child a child who lacks in verbal expression can make up through use of ideas in the activity.
- Subject of all kind can be taught through activity
- Social relation provides opportunity to mix with others.

2.4.2. Kinds of activities:

The activities used in this strategy can be generalized under three main categories:

- **Exploratory** - gathering knowledge, concept and skill.
- **Constructive** - getting experience through creative works.
- **Expressional** – presentations.

The Activities you could focus on:-


1. **Experiencing:** watching, observing, comparing, describing, questioning, discussing, investigating, reporting, collecting, selecting, testing, trying, listening, reading, drawing, calculating, imitating, modeling, playing, acting, taking on roles, talking, writing about what one can see, hear, feel, taste, experimenting and imagining.
2. **Memorizing:** Sequencing ordering, finding regularities and patterns, connect with given knowledge, use different modes of perception, depict.
3. **Understanding:** Structuring, ordering, classifying, constructing, solving, planning, predicting, transferring, and applying knowledge, formulating ones individual understanding, interpreting, summarizing, evaluating, judging, explaining and teaching.
4. **Organizing activities:** The process of organizing activities must be based on curricular aims bringing together the needs, ideas, interests and characteristics of the children with the knowledge, skill, experience, and personality of the teacher within a given environment. The extent to which the teacher works with students individually or in groups affect the relation the teacher has with each child.

2.4.3. Role of a Teacher in an Activity Based Method

Teachers need to be actively involved in directing and guiding the students' analysis of the information.

- A planner, an organizer and evaluator.
- Facilitator.
- Decision maker.
- Knowledge imparter
- Disciplinarian

The most important feature of activity based instruction is learning by doing. So this method of instruction can fulfil the natural urge of a growing child on one hand also can help them learn their lesson. It inspires the students to apply their creative ideas, knowledge and minds in solving problems as well as promoting competitive spirit among them. It also helps learner psychologically as they can express their emotions through active participation in something useful. The method also helps in developing their personalities, social traits and interpersonal management skills. Many renowned educationists also are of the opinion that the activity based method is more suitable for branches of experimental sciences and less useful for subjects of social sciences.

Activity Method	Video link : https://youtu.be/bIYORda1IQk	Scan with QR Code 
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2.5. Montessori Method:

The Montessori Method was introduced in the early 20th century by Maria Montessori, an Italian educator and physician. It is a child centered educational approach. It is based on scientific observations of children. Her goal was to develop the child and their whole personality through a system that is focused on spontaneous use of the human intellect. This method of education called for free activity in an educational environment. It focused on the basic human characteristics and on the specific characteristics of children at different ages.

In Montessori education method, the content is typically the same with other method but the teaching methods are different. Her scientific approach to education was shaped around the individual needs of the child. For Montessori, education is integral to the growth of the child. The Montessori Method focuses on respecting and encouraging each child's individual differences, providing a nurturing environment to teach social interaction and emotional skills. Dr. Montessori believed - that another could teach no human being; one must learn for oneself. In the classroom, children get up and move around and let curiosity be their guide.

2.5.1. Principles of Montessori Education

- 1. Impact of Movement on Learning and Cognition:** In Montessori classrooms, learning is accomplished through movement. In the Montessori classroom, the child is free to move with purpose to acquire materials needed to perform a lesson or activity. Movement in the classroom requires that the child develop self-discipline and self-control. Beginning in the home or day care, infants sleep on floor beds instead of cribs, so they can move around an entire room to explore and get objects. In primary classrooms, children move to wash tables and trace sandpaper letters, to put large wooden map pieces in place, and to play scales and compose music on the Musical Bells.
- 2. Choice and Perceived Control:** Children in Montessori classrooms freely choose their work. They work it for as long as they are inspired to, then they put it away and select something else. They arrive early in the morning, look around the classroom, and decide what to do. They cycle continues all day. They may choose to engage in learning by themselves, in pairs, or in groups. . Occasionally children, particularly the young ones, might need some guidance in their choices.
- 3. Interest in Human Learning:** Montessori education is designed to awaken interest and to allow children to pursue learning about issues that already personally interest them. One chooses to do what one is interested in doing. The Montessori curriculum presents to learners tasks and subjects of study that are designed to be either personally or topically of interest to a child.

- 4. Extrinsic Rewards and Motivation:** Research shows that children who are given rewards for learning are more likely to rush through a learning activity, less likely to return to that activity and to have a shorter retention of the learning in which they engaged than are children who are not given rewards for engaging in a learning activity. This is why, in a Montessori school, grades and ranking are generally absent. Teachers have their own ways of encouraging children with the goal of developing an intrinsic motivation in the child. Our children engage in learning, because the learning is the learner's reward.
- 5. Peer Interaction:** In a Montessori school, children are placed in multi-age learning groups (eg: 6 – 9 year olds) instead of being grouped by grades. This enables children to teach to and learn from each other. A child who has mastered a learning objective reinforces her/his own learning by teaching that lesson to a younger child. A younger child can excel and teach his or her own peers. Children learn at an early age to depend on and help each other.
- 6. Contextual Learning:** Learning situated in context is often deeper and richer than learning in abstract contexts. It is why the Montessori materials have concrete properties. The control of error built-in with the materials aids the child in a critical thinking process. The children learn to think and discover on their own with the Montessori materials. Once they successfully master a material, the pride of their accomplishment stirs them into a desire for additional learning.
- 7. Adult Interaction:** One of Maria Montessori's tenets was that the interaction between children and teachers in the learning environment should be neither too much nor too little. It must be just right. To allow a child to struggle with a project or a problem long enough to learn from it, but not so long that they become frustrated by it, is a skill that our teachers possess and practice. In a Montessori classroom, the ideal is that the children identify, engage in, and pace their own learning independently, with the teacher available to guide them and, of course, to teach them, but in just the right amounts.
- 8. Order in the Environment:** A Montessori classroom is a calm and orderly place in which children know what to expect. A Montessori classroom environment is orderly both spatially and in terms of its peacefulness. Everything is in its place, and the children are quiet. The teacher's most important goal is to arrange the environment in a way that maximally facilitates learning.

2.5.2. Montessori Method and Teacher:

Using the Montessori approach to teach is extremely challenging, but equally exciting and rewarding. In this method the role of the teachers is more observational than what might be considered traditional or typical. The teacher serves as a guide rather than a giver of information. The teacher acts as a guide, watching over the classroom to remove obstacles from learning but not participating as a direct instructor. She has the leadership skills necessary for fostering a nurturing environment that is physically and psychologically supportive of learning.

Montessori teachers are trained in child development theory and understand the sensitive periods at each stage. It is with this understanding that they are effective guides in the social and emotional issues which children face. They are able to observe children within a specific age range and introduce them to challenging and developmentally appropriate lessons and materials based on observations of each child's unique interests, abilities, and development (social, emotional, cognitive, and physical). She prepares the classroom environment in order to support and inspire the developmental progress of each student and guide each child's learning through purposeful activity.

2.5.3. Montessori Method and learning Environment:

Much of the work of a Montessori teacher occurs in the preparation and organization of materials and a lesson or concept. The teacher spends considerable time gathering, creating and changing these supporting materials, and in general, keeping the classroom environment inviting for discovery. The classrooms are run almost entirely by the students. Children, from preschool on up, learn at their own pace and how they wish to learn – teachers do not guide students to learn certain things but allow students to make the choices themselves with added support. It is based on the understanding that intelligence, creativity and imagination can be found in every child. The true challenge of education is to keep the spark of human intelligence and curiosity alive. They practice new skills until they are mastered. They are encouraged to do their own research, analyze what they have found, and come to their own conclusions.

2.5.4. Montessori Method and learning activities:

A Montessori classroom is different from a typical classroom in a number of important ways. The teacher, child, and environment create a learning triangle. The child, through individual choice, makes use of what the environment offers to develop himself, interacting with the teacher when support and/or guidance is needed. These changes encourage children to develop independently into well-rounded individuals. By allowing children to play, instead of sit and listen to lectures, the classroom allows children develop the motivation to learn and explore. The environment is adapted to the child and his or her development. Emphasis on how students learn is placed on all five senses, not just listening, watching, or reading, like students in a traditional-style classroom may learn. Montessori believed the hand is the chief teacher of the brain, students most often learn by touch - by handling specially designed materials such as golden math beads, sandpaper letters, and wooden maps of the world. The teacher's job is to show children how to use these materials - then leave them to learn independently. In early childhood, Montessori students learn through sensory-motor activities, working with materials that develop their cognitive powers through direct experience: seeing, hearing, tasting, smelling, touching, and movement. Instead of instructing with rote lectures, handouts, worksheets, and lesson plans, a Montessori teacher will offer guidance, but the child is ultimately responsible for his or her own individual learning. The whole idea behind the Montessori classroom is allowing children to learn through playing. The classroom is prepared by the teacher to encourage independence, freedom within limits, and a sense of order. The teacher does not make assignments or dictate what to study or read, nor does she set a limit as to how far a child follows an interest. Teachers teach students, not correct them.

Montessori believed that children should be empowered to become independent. Dr. Montessori's Method has been time tested, with over 100 years of success in diverse cultures throughout the world with all kinds of children (blind, gifted, learning disabled, wealthy, poor, etc.) and in many different environments.

2.6. Kindergarten Method

The German educator, Friedrich Froebel, who was one of the pioneers of early childhood educational reform believed that every child possessed, at birth, his full educational potential, and that an appropriate educational environment was necessary to encourage the child to

grow and develop in an optimal manner. Froebel established the kindergarten, a school for four-and five-year-old children that is found worldwide. The aim of Froebel was to introduce the spirit of play in educational institutions. As he believed that play is the highest phase of child development and the source of all that is good. [Kindergarten](#) methods of teaching help children learn at their own pace in a **social and collaborative environment**. Froebel believed that mothers and Kindergarten teachers must therefore be carefully educated about the child's nature, inclination and stages of development.

2.6.1. Fundamental Principles of Kindergarten Method:

- 1. Self-Activity:** Froebel thinks that children are active by nature. He has therefore, to do something. These instincts for the child to be active and to do something. In other words, children are self-active. By self-activity Froebel meant that the child should not indulge in any activity which is suggested by parents or teachers but he should carry out his own impulses and decisions. Education, he believed, is a process of individual growth. This growth is directed by inner forces in the child. It is this self-activity which merges the child's individuality with the spirit of humanity. Self-activity makes instruction easier and continuous. It requires no artificial techniques. Self-activity arises out of one's own interests and is sustained by one's own power. It is, therefore, essential that all processes of instruction must originate with the interests of the child.
- 2. Learning by Playing:** Children like Play by nature. Play is purest, and most spiritual activity of the children and it gives joy contentment, rest and peace. Playing is a natural activity among children. 'Play' according to Froebel is the work of the children. So, that the children may be taught by Play. By teaching children by Play, they will learn many things easily. So, children should taught by Play.
- 3. Social Participation:** Froebel believed that self-activity is effective and productive only when it comes through social participation. Man has a social self. Social instinct is a primary instinct of man. Individual self cannot be developed without social self. According to Froebel, children can develop their self-activities only in the society. For this purpose, he says that collective plays are necessary for the children. The school, Froebel said, is an association for the child wherein he discovers his relations with the society in an effective manner. By collective games, the children

will develop the feeling of co-operation, sympathy and oneness. In this way, the children, will become social animals.

4. **Creative principle:** This principle is closely connected with self-activity. Creativeness is the natural inner urge of the child. Man is, he said, by nature an active and dynamic being. He is not a passive and silent observer of events. He wants to do something and must create. Froebel believed in the unitary character of human nature and its harmonious growth. Head, soul and hand are inseparable. They are interdependent parts of man and must be developed together. Mind and soul express themselves through bodily activities. Froebel condemned intellectualism and verbalism. He advocated that thinking and doing must go hand in hand.
5. **Freedom in Education:** Froebel thinks that that child should be given all freedom to learn, to play and to do work. The children like freedom by nature and such there should be full freedom for children in Teaching. The teacher should guide the children but he should not restrict their free development.

2.6.2 Educational environments in a Kindergarten

Froebel developed a series of gifts and occupations for use in kindergartens. Representing what Froebel identified as fundamental forms, the gifts had both their actual physical appearance and also a hidden symbolic meaning. They were to stimulate the child to bring the fundamental concept that they represented to mental consciousness. Froebel's gifts were the following items--

1. Six soft, colored balls
2. A wooden sphere, cube, and cylinder
3. A large cube divided into eight smaller cubes
4. A large cube divided into eight oblong blocks.
5. A large cube divided into twenty-one whole, six half, and twelve quarter cubes.
6. A large cube divided into eighteen whole oblongs: three divided lengthwise; three divided breadth wise
7. Quadrangular and triangular tablets used for arranging figures
8. Sticks for outlining figures
9. Whole and half wire rings for outlining figures
10. Various materials for drawing, perforating, embroidering, paper cutting, weaving or braiding, paper folding, modeling, and interlacing

As a series, the gifts began with the simple undifferentiated sphere or circle and moved to more complex objects. Froebel's cylinders represented the integration of the sphere and the cube. The various cubes and their subdivisions were building blocks that children could use to create geometrical and architectural designs. Using the sticks and rings to trace designs on paper, children exercised the hand's small muscles, coordinated hand and eye movements, and took the first steps toward drawing and later writing. The occupations were items such as paper, pencils, wood, sand, clay, straw, and sticks for use in constructive activities.

Kindergarten activities included games, songs, and stories designed to assist in sensory and physical development and socialization. Froebel published a collection of kindergarten songs, in 1843. Play-way in Teaching-Some Practical Ways-In Play, a person experiences the pleasure of performing a task for its own sake. The activities in the play way method are according to the person's ability and physical fitness in which the spirit of play may be utilized.

The kindergarten is a special educational environment in which this self-active development occurs. The kindergarten's gifts, occupations, and social and cultural activities, especially play, promote this self-actualization. Many of his ideas can still be observed in kindergarten today: learning through play, group games, goal oriented activities, and outdoor time. The teacher should also be a sensitive, open, and easily approachable person.

2.7. LET US SUM UP:

After going through this module, we can summarize it in the following way-

- The Play-way was first used as a method of teaching by Cadwell Cook.
- The play way makes difficult and boring task, delightful and pleasurable to the doer.
- 'Playing' is the predominant factor in play way method.
- Activity Method is a technique adopted by a teacher to emphasize his or her method of teaching through activity.
- The key feature of the Activity based method is that it uses child-friendly educational aids to foster self-learning and allows a child to study according to his/her aptitude and skill

- The activities used in this strategy can be generalized under three main categories: *Exploratory, Constructive* and *Expressional*.
- The Montessori Method was created in the early 20th century by Maria Montessori, an Italian educator and physician.
- One of the core principles of Montessori education is to instill a love of learning in students.
- Montessori teachers are trained in child development theory and understand the sensitive periods at each stage.
- The German educator, Friedrich Froebel developed Kindergarten method.
- The kindergarten is a special educational environment in which this self-active development occurs.
- The kindergarten's gifts, occupations, and social and cultural activities, especially play, promote this self-actualization.

2.8 Further Reading

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OER Reading Links:

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(Maria Montessori)
2. http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2223-76822015000300013
(Play and Work in ECE)



Module III :
TEACHING LEARNING MATERIAL IN EARLY
CHILDHOOD EDUCATION (ECE)



MODULE STRUCTURE

3.1 Learning Objectives

3.2 Introduction

3.3 Concept of Early Childhood Education

3.4 Teaching Learning Material in Early Childhood Education

3.4.1 Concept of Teaching Learning Material

3.4.2. Types of Teaching Learning Material used in ECE

3.4.3. Types of Teaching Learning Material used in ECE

3.5 Value of Teaching Learning Material in ECE

3.6 Planning and Development of TLMs for Transaction of annual Contextualized ECCE Curriculum

3.7 Strategies of using TLMs for Transaction of Annual Contextualized ECCE Curriculum

3.8 Use of Pre School Education Kit and uses of TLMs in ECCE Centers

3.9 Preparation of Low Cost TLM for ECE

3.10 Let Us Sum Up

3.11 Further Reading

3. 1 Learning Objectives:

After going through this module, you will be able to ____

- define the meaning of Teaching Learning Material
- Know the importance of Teaching Learning Material in ECE
- develop positive thinking towards the uses of Teaching Learning Material in ECE
- use different types of Teaching Learning Material judiciously among the children of ECE.
- Prepare different low cost Teaching Learning Materials using locally available and waste material

3.2 Introduction:


Early Childhood Education [ECE] considered to the period between births to eight years (especially 3 to 8 years) of the life. It is the period when the tiny children are coming out of their home and have to adjust with a new situation and people that totally unknown to them. It is natural that they feel very unsecured, lonely and heisted to cope up with other children and teachers. Therefore, it is the duty of a

teacher of early childhood education to motivate them, encourage them and mostly create a friendly classroom environment to make it most interesting, innovative and scientific so that the pupil can feel free and intending to come to school willingly. If the teacher can create a suitable environment in the school and make pupil comfortable it becomes very easy to teach them properly. Teaching Learning Materials are the very important tool for the students as well as the teachers to provide necessary support to develop confidence, make them comfortable and to help to develop proper mental, physical, social and academic growth.

3.3 Concept of Early Childhood Education:


Early childhood education is a process which encompasses education, among the young child. It helps the young students of below eight years to develop physical, social, and emotional care, intellection, stimulation, health care and nutrition. It also emphasized the family and community support to promote healthy and positive development among the young children. Because it is the period of tremendous growth of the child, when near about 90% growth and development of both body and mind took place.

Children can fully demonstrate their abilities and potentialities for development, when they get opportunities to do something voluntarily. A good educational aims will be achieved more easily if they are based on clear principles and are linked with their daily activities. Early childhood education plays an important role in child development. It helps them to inspire minds, expose them to the joy of learning and give the foundation for lifelong success.

Concept of ECE	<p style="text-align: center;">Video link :</p> <p style="text-align: center;">https://youtu.be/GzJrvWeT1Qs</p>	<p style="text-align: center;">Scan with QR Code</p> 
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3.4 Teaching Learning Material (TLM) in Early Childhood Education:

Teaching learning material (TLM) is very important in early childhood education. In this stage we try to develop the ability of young children to adjust in social life and follow some rules to maintain health and hygiene through different activities, methods and techniques. We also try to impart knowledge about different alphabet, and numeric values, concept of different ideas and thoughts etc. For such we used different types of games and sports materials along with some other equipment's so that we can motivate the students to take part in joyful learning situation. These materials are considered as the teaching learning materials in Early Childhood education.

Teaching –Learning Material	<p style="text-align: center;">Video link :</p> <p style="text-align: center;">https://youtu.be/so8riXZmTOQ</p>	<p style="text-align: center;">Scan with QR Code</p> 
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3.4.1 Concept of Teaching Learning Material (TLM):

All those materials, which are used in teaching learning processes to support both the teachers and students to impart education is called teaching learning materials. It is a generic term used to describe the resources, teachers use to support instruction. It helps the teachers to make teaching more interesting and encourage the pupil to cope up with learning situation and make learning more effective and everlasting. We use different types of teaching learning materials in the teaching learning process in all the stages of teaching.

3.4.2. Types of Teaching Learning Material:

Instructional materials are those items that assist the information aspects of teaching. We can say that from textbooks, worksheet to game and sports materials and computer all are consider as TLM. But there is a little bit difference between teaching learning materials and teaching aids. Teaching aid is a tool or technology that uses for support the teaching whereas teaching materials are the actual target lesson in them. Therefore, to make it clear TLM are divided into some special categories. These are audio, visual, audio- visual and others.

Audio Aids: can be listening only

Visual Aids: can see and touch

Audio- Visual Aids: can see, touch, listen and interact, and

Others: Commonly use to motivate and impart some extra support.

3.4.3. Types of Teaching Learning Material used in ECE:


a) **Audio Aids:** Radio, Tap recorder etc are considered as the audio aids which are used to listening music, stories, news, drama, rhymes, talk etc. The teacher can use these types of audio players to support their teaching. Many times government has taken some initiative to broadcast some programs which are very important and interesting for both teacher and students. Sometimes there may be some

provision to ask or place some questions through radio and get proper answer to clear the doubt. In case of early childhood education tape recorders are used to listening music and nursery rhymes.

b) Visual Aids: Different types chart, maps, models, encyclopedia etc. are comes under this group which can only be seen and touch by the students. It also includes things like photograph, different epics, model, blocks and game etc. as visual teaching aids in early childhood education.

c) Audio- Visual Aids: Different types of audio visual aids like movies, documentaries, cartoon films, computer games, etc. are considered as the audio visual aids. At present, in case of early childhood education videos of rhymes, stories, cartoon films, different video games etc. are generally use in classroom situation.

d) Other Aids: Balls, balloons, blocks, different puzzle boxes, musical instruments, sand, and mud. etc are comes under this group. Young children always love to play game. Therefore, teacher can use different types of games and sports materials while teaching. They can use these to motivate the students and also to teach them, to maintain discipline, social norms, group feeling etc. in the classroom.

Types of TLM	<p style="text-align: center;">Video link :</p> <p style="text-align: center;">https://youtu.be/XQKPzVAIKIE</p>	<p style="text-align: center;">Scan with QR Code</p> 
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3.5 Value of Teaching Learning Material in ECE:

It is very important to use different types of teaching learning materials in early childhood education. As is helps both teacher and learner to make teaching learning a joyful activities. It is the main elements that's make classroom more attractive, interesting and innovative. It acts as a pool factor on the young children towards school. Joyful classroom environment can be created by using different teaching learning materials to support students learning and increase students success. These materials are more valuable in the stage of early childhood education because they can significantly increase student's interest and achievement by supporting them.

An early childhood education programme is transacted in a child-centric manner, adopting a holistic approach that views the child's learning is 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, and play and learn. It also encompass the students to develop the power of thinking and reasoning as they can get idea by touching, seeing, exploring some new objects of different size, shape, stage, state etc. Object like balls, cubes, blocks, fruits, flowers, cloths, mud, and sand, stone, cotton etc. will help them to identify the items properly. Different types of puzzle box/ puzzle game may help the children to enrich their ability of reasoning in the field of education. It also encourage the young children to cope up with learning situation according to their IQ level.

Moreover, teaching learning materials have great impact on especially able children, as they need some extra care and support to cope up with teaching learning process. But it is worth mentioning that, no teaching learning materials can help any children without the judicious use of it. For that proper and advance teachers training is very essential. Only the well trained and skilled full teacher can make classroom situation more interesting and effective with the help of teaching learning materials and innovative ideas.

Importance of TLM	<p style="text-align: center;">Video link :</p> <p style="text-align: center;">https://youtu.be/3JtIzE77Uv8</p>	<p style="text-align: center;">Scan with QR Code</p> 
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3.6 Planning and Development of TLMs for Transaction of annual Contextualized ECCE Curriculum

Early childhood education is education imparted to children in 3-8 years age group. It is the first stage of organized education. Preschool education is also known as pre-primary education. It is provided in any of the settings such as Anganwadis, Nursery Schools, Preschools, Preparatory Schools, Kindergartens, Montessori schools and Pre-Primary sections located in government and private schools. Preschool education envisions promoting access to universal, equitable, joyful, inclusive and contextualized learning opportunities for ensuring holistic development of all children of this stage. 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 maximizing individual potential by creating strong foundations for lifelong learning through play and developmentally appropriate practices. It also intends to develop healthy attitude, good values, and 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 productive and satisfying life in future.

NCERT has produced two documents: “Guidelines for Preschool Education” and a “Preschool Curriculum”. Their documents aim at helping the teachers, administrators, policy planners and other stakeholders to provide good quality preschool education to children. The guidelines present the parameters for infrastructure, qualifications and salary for preschool staff, admission process and records and registers to be maintained, monitoring and supervision mechanism 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/ skills, pedagogical processes and early learning outcomes for Preschool I, II and III. It also suggests ways of planning a preschool programme, classroom organizations and management, assessment and building partnership with parents and community.

3.7 Strategies of using TLMs for Transaction of Annual Contextualized ECCE Curriculum:

Following points must be kept in mind while using TLMs for transacting the Preschool Curriculum:

- ***Build on prior knowledge*** – We should always start with what the children know and are familiar with. For such we generally use some common things as teaching learning materials, like some blocks, artificial fruits and vegetable, etc.
- ***Encourage positive interactions (child-child, child-teacher, and child-material)*** – Interactions between children, the range of environmental and cultural experiences along with meaningful dialogues help children to build a solid knowledge foundation, and prepare them for formal schooling. Which includes storytelling, recitation, play way activities etc.
- ***Organize variety of activities*** - Plan and organize 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. We can encourage the young child to walk on straight line, curve line, play with mud, fur, color etc.
- ***Listen to children*** - Listen to what children are talking while they are observing and exploring during the activities, to understand the level of Pedagogical Approaches for Curriculum Transaction. Informal conversation with the children, group activities etc. will help the teacher to use the TLM judiciously and impart proper knowledge
- ***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 when they are busy with playing, arranging blocks, coloring, dancing etc.
- ***Celebrate diversity*** - The diverse language and dialects of children may be endorsed and expanded by the teachers. The topics should be addressed by variety of ways like musical, story- based play, discovery, pictorial, artistic, logical deductive because of the

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

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

It is very essential for the teacher to prepare a daily plan / schedule for specific activities, work and play. The teacher must weave the activities into the daily schedule and make it a balanced day's program. A well-designed schedule not only provides for systematic planning, but also allows the teacher the flexibility for effective implementation of the plan. 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 music programme but students shows interest in playing with color or blocks the teacher should allow the students to play with these types of equipment.

3.8 Use of Pre School Education Kit and Uses of TLMs in ECCE Centers

There are some specially designed kits for Pre School Education prepared by different experts, agencies and NGOs etc. The materials contained in the Pre School Education Kit selected by the UNICEF are Art and craft materials, Reading materials, Playing materials, Expressive activities, Caregiver materials etc.

i) Art and craft materials: Drawing pads, Colored pencils, Jumbo, big size, wax crayon, pencil, pencil sharpener, soft eraser, Safety scissors, Colored paper pads, Modeling clay, glue, Cardboard book etc. These will help the children in drawing, coloring, making craft, collage etc.

ii) Reading materials: Cardboard book which is suitable for storytelling to 0 to 3 year old children.

iii) Playing materials: Building blocks, Jigsaw wooden puzzle, Counting circle, Chain puzzle, Puzzle blocks, Shape-sorter, Dominoes set, Memory game, Sponge balls etc. for playing activities for the children of below 8 years.

Iv) Expressive activities: Hand animal-puppets, Finger animal-puppets, for storytelling and playing activities for 0 to 8 year old children.

v) Caregiver materials: Soap, Plastic water container to wash children's hands and for personal hygiene and to store safe drinking water for the children. Exercise books, Black pens, Decal UNICEF stickers mark and maintain records. T-shirts with UNICEF logo, Flip chart marker, metal box, Carrier bags to carry safely and store materials.

UNICEF ECD Kit materials are intended to stimulate learning, provide playing opportunities and be used in psychosocial activities—therefore, they must be used regularly. It is the duty of a teacher to make it sure that the ECD materials are available to all children, that they are used regularly, and that they are not lost or intentionally damaged. Sometimes ECD caregivers do not use the ECD Kit materials for fear of spoiling the other items.

3.9 Preparation of Low Cost TLM for ECE

It is not like that all the teaching learning materials are expensive and collected from market. We can prepare some teaching learning materials by our own, using some unused waste materials according to our own interest, ability and skill. We can prepare some TLM by using color paper, small pieces of cloths, cane, plastic bottle, jute bag, old socks etc. Teacher can organize different workshop and prepare these types of items. They may engage their children also. It will help the teacher to make their activities more interesting and joyful. Different types of doll, ball, bat, flowers, toys, ring, blocks, etc can easily be prepared by the teacher with the help of waste material and use in the teaching learning process. Different fruits and vegetables, made from mud or clay are the good example of low cost materials. Sometime the teacher may draw some circles, blocks, lines and curves etc. and ask the children to walk on the line, stand on the circle or block of different color and size. In this way the teacher can prepare different types of low cost teaching learning materials and use for playing and teaching among the young children. Therefore, simply we can say that teaching learning material which can be prepared by the teacher using some waste or low cost materials are called low cost teaching learning materials

3.10 Let Us Sum Up

Early childhood education is the first formal education system where we can try to familiar our tiny children towards socialization and education. It is the foundation of future education. So it is very essential to make children comfortable and interested to take an active participation in teaching learning process. Teaching learning material can take a holistic role to motivate young children towards teaching learning process and education. But appropriate use of teaching learning materials is totally depends on the ability, interest and skillful nature of the teacher. There are different types of teaching learning materials available in the field of education. It is the duty of a teacher to select and prepare the appropriate teaching learning material to fulfill the demand of the children and also to support their own teaching. Putting the value of teaching learning material in ECE different experts and agencies including UNISEF has taken some initiative to design some teaching learning materials and to make it available among the children of early childhood education programme.

3.11 Further Reading

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OER reading links-

1. <https://www.journalcra.com/sites/default/files/issue-pdf/10372.pdf> (Importance of TLM for ECE)
2. https://myhero.com/TEACHERSROOM/Index?gclid=EAIaIQobChMI1euDscWh6wIVin8rCh38gQbPEAMYASAAEglai_D_BwE (Free Teaching Material)
3. <https://jods.mitpress.mit.edu/pub/bwp6cysy/release/1> (Materials for Child's creative learning)



Module IV :
ASSESSMENT IN EARLY CHILDHOOD
EDUCATION (ECE)



Module Structure:

- 4.1 Learning Objectives
- 4.2 Introduction
- 4.3 Assessment in Early Childhood Education
 - 4.3.1 Concept of Assessment
 - 4.3.2 Importance of assessment in Early Childhood Education
- 4.4 Types of assessment
 - 4.4.1. Scholastic Assessment
 - 4.4.2. Co Scholastic Assessment
 - 4.4.3. Portfolios
 - 4.4.4. Observation
 - 4.4.5. Child assessment card
- 4.5 Let Us Sum Up
- 4.6 Further Reading

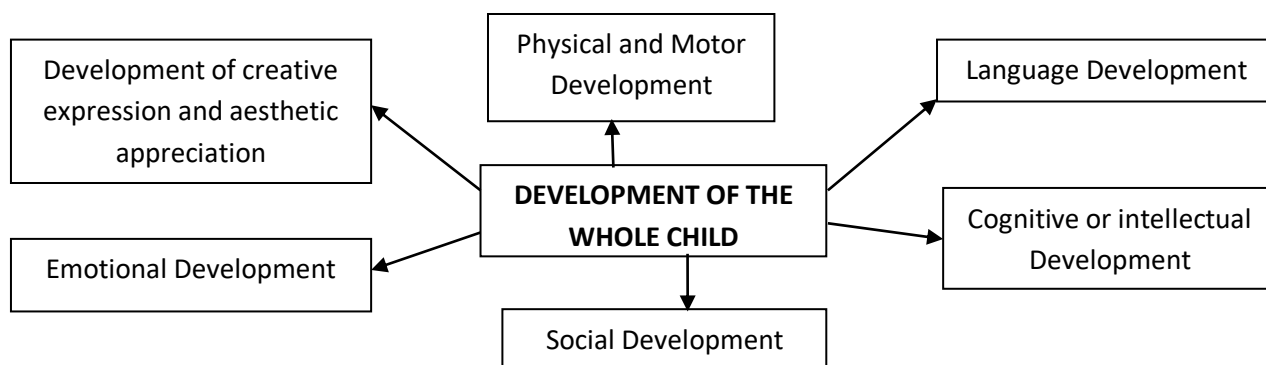
4.1 Learning Objectives:

After going through this module, you will be able to-

- tell how to test the ability of the students in early childhood stage.
- design the plan of action for the betterment of the children.
- develop good relationship among the children, parents and teachers.
- identify the issues related with assessment.
- acquaint with the different types of assessment.

4.2 Introduction:

Early Childhood Education [ECE] is generally defined as the care and education of the children from the period between births to eight years (especially 3 to 8 years) of the life. It is a range of processes and mechanisms that sustain and support development during these early days. Realizing the crucial importance of these days as a period of rapid physical and mental growth the policy has placed a great deal of emphasis on ECE. On the other hand assessment in ECE helps educator to learn about children and identify the way to support their learning and development. Therefore, assessment in early childhood education is a very important tool for the parents as well as the teachers to provide necessary support to grow up with proper mental, physical, social and hygienic conditions. The following diagram shows that what should be included to attain goal of Early Childhood Education ---



Children can fully demonstrate their abilities and potentialities for development, when they get opportunities to do something voluntarily. A good educational aim will be achieved more easily if they are based on clear principles and are linked with their daily activities. Early childhood education plays an important role in child development. It helps them to inspire minds, expose them to the joy of learning and give the foundation for lifelong success. Therefore, the ECE should include activities and experiences for physical and motor development, cognitive development, language development, socio emotional development and development of creative expression and aesthetic appreciation.

4.3 Assessment in Early Childhood Education

Assessment is the process of observing, recording, and documenting the work of children do and how they do which helps the teacher to select appropriate methods, techniques and device of teaching to support their children according to their requirement. It is the process in which teacher can use different tools, methods and techniques to evaluate and measure the young children in different situations. But, it is very important to have proper training for the teachers to conduct assessment in this stage, because the students of this stage are very small and they don't have patience to follow the instruction of the teachers properly and want to perform different activities according to their own idea. Moreover, sometime they are too immature to perform their work according to the guideline prepared by the teachers following different principles.

Since Early Childhood Education is in essence 'Development Oriented' and not 'Syllabus Oriented' continuous informal evaluation of the child in terms of developmental objectives is absolutely essential. The evaluation of the child should be done individually and should cover all aspects of development

4.3.1 Concept of Assessment:

Assessment can be defined as the full range of information gathering by the teacher in order to evaluate and measure, to identify the ability and the learning progress of the students with the help of various tools and techniques. It is the systematic process of documenting and using empirical data on the knowledge, skill, attitudes and beliefs to refine program and improve student learning. Assessment can focus on the individual learner, a course, an academic program or education system as a whole. Assessment can also explain that variety of procedures used to retain information about students performance including not only the paper pencil work but also the observation of the teachers and self report of the students. It proves that assessment is much more comprehensive than measurement.

Assessment always follows some principles like clearly specifying, based on the objectivity and an awareness of their implications etc. The National Association for the Education of Young Children (NAEYC) recommends assessment system that includes multiple assessment methods, measures and source of information. A single test administered at one point in time is not likely to yield the accurate information about a child's knowledge and skills. Young children can be easily distracted and may have difficulty controlling their behavior during resting situations. Standardized measures used with preschool children have poorer reliability and validity than when used with school

age children. It is important to remember that young children develop at variable rates, not in the linear incremental process assumed by norm referenced test.

4.3.2 Importance of assessment in Early Childhood Education:

Assessment helps the teachers to learn about children and identify tools to support them. It helps the educator to provide ample opportunities to select appropriate device to encourage their students, not only in their learning but also proper growth and development with actual care and nurtured good habit both in the academic field and social conditions. Traditionally, assessment of young children was an expert practice limited to health and education only, but in these days it includes all the areas which will help the teachers, parents and communities to guide their children in a proper way so that they will be able to inculcate a balance personalities among the small children and make them able to cope up with the challenges in real life situation.

Early Childhood Education is the stage which can act as the foundations of future studies and habit formation of the students for the whole life, therefore, proper assessment in this stage is very much important. It can also be used to identify appropriate curricula and teaching strategies for individual children and to observe children’s progress over time. Thus, assessment should include desired changes in the intellectual, emotional and physical sphere.

It is worth mentioning that though assessment in early childhood education{ECE} tries to assess the cognitive development, language development and socio emotional development but it is not a syllabus bound programme for teaching the 3R’s and not allowed to take formal test to assess the young children. It encourages the teacher to observe the young children which indirectly promotes self control and inner discipline in children.

Assessment in ECE	<p style="text-align: center;">Video link :</p> <p style="text-align: center;">https://youtu.be/WFxELOSI8Ek</p>	<p style="text-align: center;">Scan with QR Code</p> 
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4.4 Types of assessment:

In the field of Early Childhood Education assessment is broadly divided into two different types based on the situation, nature of activities, uses of tolls to measure and process of measurement etc. They are **formal assessment and informal assessment**. Generally assessment like scholastic assessment and co-scholastic assessment, methods like observation and tools like portfolios and child assessment card are used by the teacher to assess the students.

4.4.1: Scholastic Assessment:

Scholastic assessment is a test that measures verbal and mathematical abilities and achievement in specific subject areas. In ECE level it includes different normative test, demographic matter etc. scholastic assessment specially emphasized on the ability level of students, in the field of reading, writing and arithmetic.

The child development can be thought in different domains or aspects. Every child deserves freedom to express himself/ herself. Many activities can be planned to test the ability of the students under cognitive domain. The activities like identifying shapes and color, maze, riddles, discussion, storytelling, building blocks, rhymes, auditory and visual games, listening and describing things, narrate events in sequence etc can be organized by the teacher as no formal examination system is applicable in this stage. Stories, songs, puppet activities, group activities, celebrating special occasion, cleaning and grooming self, music, dance, drama care of animals and garden etc are helpful for assessing the students under effective domains. Counting fingers, coloring, different types of brain games, solving puzzle game are used by the teacher under psychomotor domain. Ideally, two or three activities from each of the domains should be presented every week. The activities can be graded and arranged to suit varying needs.

4.4.2: Co Scholastic Assessment:

This type of assessment includes some areas like personality, life skill, attitudes etc. in case of ECE programme the areas like health and hygiene, relation with peer group child, relation with teachers, and good habits etc. are considered as the areas to assess the child.

Different types of co curricular activities like structured conversation storytelling, singing, dancing, recitation, group activities, celebrating special occasion, cleaning and grooming self, music, dance etc are generally arranged to assess in the co scholastic area. Habit formation like washing hands before and after meal, maintaining personal cleanliness, eating in proper way, using the toilet properly, putting garbage into dustbins, regularity in attendance etc can be considered as the criteria for the co scholastic assessment

Physical and motor development of a child is influenced by many factors such as the genetic inheritance, nutritional state and general physical conditions etc. To test the accuracy level of physical and motor development we can ask our young children to perform different activities like running, walking, balancing, dancing and jumping for large muscles development. Drawing, painting, paper folding, clay modelling and pouring can be more effective to measure and develop the fine motor skill.

Each activity can promote many other skills and other aspects of development too like language development, concept development and social development etc. for example throwing of ball also involve with catching. It also promotes social development as they share the ball and play together. Likewise, walking with straight line, circle or different pattern will help to develop not only motor skill but all round development of the young children.

4.4.3: Portfolios:

It is a systematic collection of students work, which can serves as a variety of instructional and assessment purpose. The value of portfolios depends on clarity of purpose, guidelines for inclusions of materials and criteria to be used in evaluating portfolios. It can be considered as the folder like things, where, all work of a child is maintained in a very systematic way for long time. The quality of a portfolios always determined by purposeful collection of student work, specific time and flexibility in nature etc.

The portfolio approaches to assess have been described in a wide variety of publications so that many descriptions of portfolios exist. It is a systematic collection of a variety of teacher observations and students performance, collected over time that reflects a student's developmental

status and progress. It has become very popular in educational setting as a way to examine and measure progress by documenting the process of learning or change as it occurs.

Contents of portfolios can include drawing, photos, video or audio tapes, writing of other work sample, computer disks, and copies of standardized or programme specific activities. Data sources can include parents, staff, and other community members who know the participants as well as the self- reflections of participants themselves. Portfolio assessment provides a practical strategy for systematically collecting and organizing data.

4.4.4: Observation:

Observation is recognized as a technique of evaluating various aspects of human behaviour in controlled or uncontrolled situations. Its applicability ranges from most causal experiences to sophisticated laboratory experimentation. The specific information generated by an expert through observation can be verified for reliability and validity. It provides immediate recording of events yielding both qualitative and quantitative data which help in arriving at appropriate decisions.

Observation may be of two types' participant and non-participant. In participant observation, the observer becomes more or less one of the group members which is under observation. This kind of observation yields very flexible and more reliable result. It helps in disclosing minute, delicate and hidden facts more economically. On the other hand in non participant observation, the observer takes a position so that his presence is not disturbing the group. It helps in recording and studying the behaviour of a particular child or group in details

Good and reliable observation requires proper planning. For proper planning of an observation certain basic decisions are taken before hand such as identification of specific activities or units or behaviour to be observed, tools of observation, types and timing of observation etc.


In ECE activities like circle games, group recitation of rhymes and songs, free conversation, walking through straight and curve lines, block play, sand and water play, etc are arranged by the teacher and observed the students whether they will be able to perform or not. During the activity there are enough opportunities to develop habits of sharing co operating and waiting for their etc and teacher will observe all these activities. Except these storytelling and free conversation help the children learn to listen other and exchange idea with them. It also helps them to acquire talking style and wait for his/ her turn.

4.4.5: Child assessment card:

It is a process of monitoring system which includes different physical aspects. Generally height, weight, visual acuity, family history, allergy etc are considered as the item for assessing the child. Sometimes, the teachers may take help of specialist, doctors and counselor

Child development card is a tool which helps to understand child's learning and development needs. it will help both teacher and parents to find out how child is developing in terms of his/ her age, what he/ she is able to do well and where they may need further help and support.

It is very essential to assess the child and reported, in a regular interval. The duty of a teacher in early childhood education programme to carry out the assessment of the child's learning and development once in every three months. The teacher can further track every child's progress in a continuous manner through participation in classroom activities and the interaction with the child. This card helps the teacher to design different activities to create an appropriate environment so that learners can have ample opportunities to perform as per the developmental domains and also provide necessary support.

Types of Assessment	<p style="text-align: center;">Video link :</p> <p style="text-align: center;">https://youtu.be/TJ_DerxrkNQ</p>	<p style="text-align: center;">Scan with QR Code</p> 
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4.5: Let Us Sum Up

Early Childhood Education is a process where we try to educate our child not only literally but also with some good practice, good habit and support them for proper growth and development. Assessment helps the teachers to identify different problems, prospect and issues and also to select some appropriate methods techniques for proper guidance. It also helps the teacher to design some teaching materials according to the demand of situation. Therefore, assessment in Early Childhood Education is very essential and beneficial for the school as well as society.

4.6 Further Reading

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OER reading links-

1. [https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Observation_and_Assessment_in_Early_Childhood_Education_\(Peterson_and_Elam\)](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Observation_and_Assessment_in_Early_Childhood_Education_(Peterson_and_Elam)) (Assessing Early Childhood Education)

2. https://en.wikibooks.org/wiki/Foundations_of_Education_and_Instructional_Assessment/Grading/Portfolios (Portfolio)
3. http://www.dccia.ua.es/pe18/PBL_english/evaluation_by_direct_observation.html
(Evaluation by Direct Observation)