CONSTRUCTION OF A CURRICULAR FRAMEWORK ON EARLY CHILDHOOD EDUCATION PROGRAM WITH AN APPRAISAL OF THE PRESENT PRE-PRIMARY EDUCATION SYSTEM IN KERALA

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Dissertation
Submitted to the University of Calicut for
Partial Fulfillment of the Requirements for the Degree of

MASTER OF EDUCATION

FAROOK TRAINING COLLEGE
UNIVERSITY OF CALICUT

2018

DECLARATION

I, HRIDYA A., do hereby declare that this dissertation entitled "CONSTRUCTION OF A CURRICULAR FRAMEWORK ON EARLY CHILDHOOD EDUCATION PROGRAM WITH AN APPRAISAL OF THE PRESENT PRE-PRIMARY EDUCATION SYSTEM IN KERALA" has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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CERTIFICATE

I, Dr.ANEES MOHAMMED. C., do hereby certify that the dissertation titled,CONSTRUCTION OF A CURRICULAR FRAMEWORK ON EARLY CHILDHOOD EDUCATION PROGRAM WITH AN APPRAISAL OF THE PRESENT PRE-PRIMARY EDUCATION SYSTEM IN KERALA", Is a record of bonafide study and research carried out by HRIDYA A., under my supervision and guidance. The report has not been submitted by her for the award ofany Degree, Diploma, Title or Recognition before.

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ACKNOWLEDGEMENT

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Pre-primary education is very important for the development of young children before they enter formal school. The main purpose of pre-primary education is to prepare children physically, emotionally, socially and mentally for formal schooling and to prevent poor performance and early drop out. Pre-primary education builds on the basic values of society. The purpose of pre-primary education is to promote children's growth into human individuals.

There exist different levels of education in Kerala similar to other states in our country. They are pre-primary, Elementary, Secondary, and Higher secondary level. Various types of pre-primary schools are available in India and more children are now attending pre-school indicating an increase in demand for education at this stage. Pre-school Education is provided by private schools and government ICDS (Anganwadi) centers. In addition, there are some ECCE centers running under SSA and some pre-schools are attached to government as well as private schools.

Pre-school education plays a pivotal role in a toddler's life. Pre-school education has to offer an enriched environment, academic simulation and many socialization opportunities for children who are of the same age group. Good pre-primary education inspires both parents and students to enroll for primary and higher levels of education.

Home environment has a large influence on the development and growth of a child. All greater educationists have stressed the importance of home in the early education of a child. The home environment establishes the specific role to be played by the child within the family group. But, few homes provide the right type of environment for the growing child. With the influence of urbanization, the family

status is going nuclear and the parents who are working have only lesser time to interact with the children. Thus a child's learning opportunity is narrowed down. Such a child is left without multi parenting facilities and loss rich experiences and wide exploring areas. In this scenario pre-school organizations have to take on a more responsible role in the overall development of the child.

Pre-primary education is that which a child receives before entering school at the age of five or six. It includes parental education, prenatal and post-natal care. It also includes formal as well as non-formal education. It is not limited to school care or nursery education for some fixed hours. Pre-primary education is an important stage which lays the foundation for lifelong learning and whole person development, and serves as the feeding institute of formal education. It articulates with primary, secondary and tertiary education to form an entire spectrum of education. There are several curriculums in India for the pre-primary education programs in our country such as kindergarten, Montessori, High scope, EYFS etc. Each curriculum differs from another when viewed from different aspects.

Need and Significance

Children are the prime of life. The preschool age in particular is the blossoming stage of human personality. This is the formative period in a child's life. According to William Wordsworth "the child is the father of man". The child is to be given more importance than an adult person. It is the preparation period before a child starts his/her formal schooling. Development of a child begins within the family and mostly depends on the parents. Educated parents are able to prepare their child for the smooth entry into formal education. As many of our parents are

uneducated, they are unable to prepare their children adequately for school. "The aim of early childhood education is to foster children's whole person development. In light of this, the curriculum framework has the four developmental objectives for young children, namely "physical development", "cognitive and language development", "Affective and social development" and "Aesthetic development". All kinds of learning include the three key elements, namely "knowledge", "skills "and "attitudes", and these are also emphasized in the pre-primary curriculum."(The curriculum development council[CDC],2006)

"The main goals of pre-primary curriculum framework are to nurture children to attain all-round development in the domains of ethics, intellect, physique, social skills and aesthetics, so as to prepare them for life. The lack in school readiness makes it difficult for children to adapt themselves to school and have a tendency to drop out. Therefore, early childhood education including pre-primary education is regarded as a necessary area of intervention for the success of primary education."(Ministry of primary and mass education [MPME], 2008)

The curriculum must be included the curricular and co-curricular activities which could be able to attain the developmental objectives. The activities must be given in each day. The investigator will design a new curriculum which attains these objectives and this will enable the child an all-round development of all aspects.

The objectives of children's development can be achieved through the learning areas such as physical fitness and health, language, early mathematics, science and technology, self and society, arts. These learning areas are components of the curriculum. They address developmental objectives for young children in

different curriculum domains, and provide a framework for reviewing different learning elements.

The proposed study is a theoretical study. It is very essential in the present educational system because of the present conditions of the pre-primary education program. Early childhood is the foundation period of life. During this period child have different types of development such as physical development, emotional development, cognitive and language development, affective and social development, and aesthetic development. We can see that these developmental aspects are not considered in the present pre-primary education programs. Emotional and aesthetic aspects are totally neglected in the classroom experiences.

There are many pre-primary institutions in Kerala which government has provided fund for their development, but most of the institutions including Anganwadi are not maintained properly, and also not providing good atmosphere for the holistic development of the child. Pre-primary education has become a worldwide effort because of the benefits of pre-school children obtained on attending pre-primary programs. The benefits last until adulthood. Stressing the importance of early childhood Gandhiji says as the real education begins from conception as the mother begins to take up the responsibility, then that will be the education of the child as well". (Sharma,2014). The findings of the study may help the curriculum planners to improve the quality, or to rectify the defects that crept into the system of prevailed pre-primary system in Kerala

The pre-primary curriculum, in a broad sense, refers to all the activities experienced by children in the pre-primary institution .These include activities

which take care of children's physical health, various kinds of play which stimulate children to learn, as well as learning activities which encourage children to acquire knowledge and skills and develop proper attitudes. Play, learning and care are the three essential elements of daily activities in a pre-primary institution. These activities are complementary to one another and are designed by the pre-primary educator to promote children's active participation in achieving an all-round development in them.

Statement of the Problem

Pre-primary education exposes the creativity of the child, thus allowing the child to develop his personality in a natural way. It is the significant period of education for the children in the age group of 3 to 6 years that lays the vital foundation for the optimum development of their personality. This stage is considered as the most crucial and indispensable stage of their life. The pre-primary curriculum refers to all the programs which take place in the pre-primary institution, including health inspections, toileting, meals, rest, music activities, storytelling, art and craft, group learning, games, and all kinds of indoor and outdoor activities. These programs should be well planned by the pre-primary educator, and should meet the needs and interests of young children. Children should be encouraged to participate actively in all learning programs that cater for the all-round development in all aspects.

The present study is entitled as: **"Construction of a Curricular Framework on Early Childhood Education Program with an Appraisal of the Present Pre-Primary Education System in Kerala."**

Definition of Key Terms

Curricular framework:

A curriculum framework is an organized plan or set of standards or learning outcomes that defines the experiences to be explored in terms of clear, definable standards of what the student should know and be able to do. Curriculum framework is part of an outcome-based education. The framework is the first step which defines clearly the standards which will be achieved by all students. Curriculum frameworks provide guidance for implementing the standards adopted by the state Board of education.

Early childhood education program:

Early childhood is a stage in human development. In psychology the term, early childhood is usually defined as the time period from the period of conception to six years. It is the foundation period of life. Educationally, this is the most important and impressionable age, this stage plays a significant role in the development of character and personality. Early childhood education program consists of activities and/or experiences that are intended to effect developmental changes in children prior to their entry into elementary school. Infant/toddler education, a subset of early childhood education, denotes the education of children from birth to age two.

Appraisal:

Meaning of "appraisal" in the English dictionary: The act of examining someone or something in order to judge their qualities, success, or needs. Here it is

used to critically analyse the merits and demerits of the existing pre-primary curriculum.

Pre-primary Education:

Pre-primary education is defined as the initial stage of organized instruction, designed primarily to introduce very young children to a school-type environment, that is, to provide a bridge between home and a school-based atmosphere. A pre-primary school is an educational establishment or learning space offering early childhood education to children between the ages of three and five prior to the commencement of compulsory education at primary school

Objectives

The objectives of the study were:

- To establish different criteria for assessing pre-primary education systems in Kerala
- To analyse the present system of pre-primary education systems in Kerala
- To construct a curricular framework on early childhood education program

Methodology

The methodology involves the systematic procedures followed after the identification of the problem to reach into a final conclusion. The role of methodology is to carry out the research work in a scientific and valid manner.

The aim of the present study is to analyse the present system of early childhood education programs and to construct a curricular framework on early

childhood education system. The proposed study is a qualitative one; the method used for the study is content analysis. The investigator will critically analyse the existing pre-primary curriculum on the basis of certain components which are prescribed at each developmental stages of children.

With the guidance from the supervising teacher, investigator collected data from journal, articles, and books in order to reach the objectives of the study. The investigator had discussions sometimes with the pre-primary teachers of some selected play schools.

Scope and Limitations of the Study

The main purpose of the present study is limited to construct only a curricular framework on early childhood education program and not to develop a holistic curriculum. Due to the constraints in the time schedule for research work, even the curriculum cannot be tested for checking its applicability and practicality. The curricular appraisal for the study was restricted to three major pre-primary curriculum namely Anganwadi, kindergarten, and Montessori. Most of the pre-primary curriculums in our country were not included in the study for analyzing the present system of pre-primary curriculum

The major aspects and areas of human development are physical, motor, linguistic social, moral, mental and linguistic development and also the development of attitude, interest and values. The present study considers only four components namely physical, intellectual, linguistic, emotional and social aspects comes under the early childhood stages of development.

Organisation of the Report

Chapter I   discusses a brief introduction of the problem, need and significance of the study, statement of the problem, objectives, methodology in brief, scope and limitations of the study.

Chapter II presents the theoretical overview on early childhood education, related studies on early childhood education program and pre-primary curriculum in India.

Chapter III presents the methodology of the study discussing in detail the objectives of the study, sources of data, design of the study.

Chapter IV presents the analysis of the study. Content analysis is the method followed for the study.

Chapter V   Presents the summary of the study, conclusion, educational implication, major findings and suggestion for further research.

REVIEW OF RELATED LITERATURE

- *Theoretical overview*
- *Review of related studies*

REVIEW OF RELATED LITERATURE

Review of related literature allows the researcher to acquaint himself with the current knowledge in the field or area in which he is going to conduct the research. By reviewing the related literature the researcher can select a fruitful not much explored research area. Review helps the researcher to know about the methodology, the tools and instruments for the study. Thus review of related literature is one of the most important steps in a research. This chapter deals with review of related literature categorized in to two sections viz.

Theoretical Overview

Pre-primary schools provide good opportunities to young children for their sensory training, good conduct and behaviour, physical development and mental development. Pre-primary education has a significant role in the all-round development of the child. The preschool, an area of games and activities to the young children, builds a foundation for successful achievements in the elementary and secondary education. Good preschool programs broaden social contacts with others, cultivate the creative thinking abilities and expand the language as a communicative ability.

Child development is a continuous and cumulative process. Many educational thinkers, philosophers and psychologists from the west as well as the east have done extensive research and experimental work in the area of early childhood education. A description of the contributions made by some prominent

thinkers will go a long way in developing a conceptual insight into this promising area.

Indian Educators / Thinkers

1.   Swami Dayanand (1824-1883)

Swami Dayanand believed in free and compulsory education for both boys and girls. He suggested a non-formal approach to pre-primary education. Education of the child starts even before birth. Mother, father and teacher are the three great tutors.

2.   Rabindra Nath Tagore (1861-1941)

Tagore emphasized the activity method. The natural environment provided him the teaching-learning material. His main principle in education was freedom for creative self-expression. This he accomplished through the medium of art, music, dance, drama, craft and play. Children learn many concepts through nature walks and field trips. From Tagore's point of view school should be a center of learning based on the natural interests and impulses of the child. In his school, Tagore first trained the instincts and emotions of children. Tagore's philosophy of education has great relevance for pre-school education where learning by the child should essentially be explorative, active and full of joy.

3.   Mahatma Gandhi (1869-1948)

Gandhiji had realised the importance of educating children below seven years of age, which in his opinion is an important stage in the growth and

development of the individual. A pre-school child is curious, active and playful. His learning should take place through the medium of play. Gandhiji advocated that right from the beginning the children should realize that they have to develop into self-sufficient individuals. According to him, free atmosphere for pre-school children to indulge in activities and manipulation of materials. He says that the purposive, meaningful activities for 4+ age group children are cleaning of the classroom, washing of utensils, caring of plants, measuring and weighing of things, ginning of cotton, drawing and painting.

4.   Sri AurobindoGhosh (1872-1950)

According to Aurobindo the ultimate aim of education is man-making. Regarding the role of the mother in the education of the child Sri Aurobindo wrote, "the part of education which the mother has to go through is to see that her thoughts are always beautiful and pure, her feelings always noble and fine, her material Surroundings as harmonious as possible and full of great implicity. Sri. Aurobindo has also observed, indeed if the education is to have its maximum result. It must begin before birth.

5.   Dr.Zakir Hussain (1897-1969)

According to Dr. Zakir Hussain, the aim of education was emotional integration. Education instead of being bookish should become an integral part of the personality. He gave more importance to primary education. He considered childhood the most important period of life for development of personality.

Educationally productive work will be introduced in the school curricula at all levels.

Western Educators / Thinkers

1.   Johann Amos Comenius (1592-1670)

According to Comenius learning should take place through the senses. Children should be told stories which are secular and spiritual. In his opinion there should be more play for students in school hours. It will develop better body and health. The experience in the school should be interesting to the child. Teachers should keep children free from stress and try to keep them relaxed. Children should feel the desire for learning.

2.   Jean Jacques Rousseau (1712-1798)

Rousseau says education should be child centered. Play-way methods, creative activities; direct experiences are more meaningful to the child. Freedom for children is essential. To quote Rousseau "Give your scholar no verbal lessons. He should be taught by experience alone"

3.   Henry Pestalozzi (1746-1827)

Pestalozzi says that "the main purpose of education is the natural harmonious and progressive development of man's innate powers" growth of the child was more important than achievement. He gave importance to games to keep children active. His ideas and works, based on the child's nature and his spontaneous activity, have

influenced the process of education in pre-school and early childhood centers where emphasis is laid on manipulation of objects, play activities, games, etc.

4.   Friedrich Wilhelm August Froebel (1782-1852)

Froebel was the founder of kindergarten which is unique in its approach to early childhood education. Froebel advocated that the main aim of education should be to foster the natural development of the child. The curriculum at the pre-school stage should be based on the nature and interest of the child. He advocated freedom of action on the part of children. He stressed the importance of play, hard work or physical activity, co-operation among children and happy harmonious surroundings. Play is the natural tendency of the child. Froebel emphasised on a perceptual base for learning. In his opinion the child needs to see, touch and feel to discover mathematical truths before any fun of written exercise begins.

5.   Maria Montessori (1870-1952)

The theory given by Maria Montessori has made a tremendous impact on the planning of pre-school education program. The children should be carefully observed by teachers. Knowledge of the environment is obtained by the child mainly through his sense experiences. Montessori prepared specific materials and procedures for training and stimulation of each of the five senses. She emphasised on the freedom of child. Development of the child essentially consists of his unfolding of the inherent potentiality to learn. Self-activity leads to better and permanent earning on the part of the child. The teacher's role is that of a facilitator who contrives the learning environment in a structured and organised manner. Pre-

school activities should develop readiness to reading, writing and computation work to provide a sound foundation for later schooling. According to Montessori self-development is perhaps the greatest pleasure of children.

6.   John Dewey (1859-1952)

Dewey has defined education as the "development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities." According to him the process of education begins with birth and continues throughout life. A child needs education for living in a socially desirable manner. Dewey sees a child as an ever growing individual who also takes active part in the function of re-construction and re-organisation of the society and its culture.

Psychologists

1.   Jean Piaget (1896-1980)

According to Piaget "knowledge is derived from action." Children at this young age learn best through direct interactions with the environment. They should be actively involved in play and in a variety of activities. To quote Kaul "Piaget believed that the cognitive experiences planned for children should be organised in terms of four major areas: physical knowledge, logico-mathematical knowledge, social knowledge and representation." While Piaget emphasised that children constructed their knowledge by assimilating the experiences and then accommodating within their own understanding and that children are adjusting and using new information constantly to make sense of perceptions and experiences.

2.   Lev Vygotsky (1896–1934)

Vygotsky viewed that children are actively engaged in social and cultural experiences and there is active interaction between children and more experienced others in the process of learning and development.

3.   Jerome Bruner (1915 -2016)

Jerome Bruner proposed that children represent information and knowledge in their memory in three different but interrelated modes such as action-based, image based and language/symbol based.

4.   Howard Gardner (1943)

Gardner have further emphasised, based on their research, play and activity as the child's natural modes of learning and that children living and learning in multiple social and cultural contexts influence children's learning and development..

Salient features of pre-primary education seen in other countries

1.   China

Pre-school education is a one-year course before the primary stage and is the preparation for school education. The state education commission has been preparing a regulation concerning the kindergarten curriculum. For pre-school classes, instructional time is no more than twelve periods per week and each period is no longer than 30 minutes. No tests or examinations are conducted at the pre-school level.

2.	Germany

In Germany every child has a legal right to attend kindergarten from the age of three until the age of six, when compulsory education begins Kindergartens also have the function of facilitating children's transition to school. Pre-school education is not part of the public education system. Most preschools or daycare centers for young children in Germany are run by churches or other non-profit organizations.

3.	Japan

Nursery schools emphasize childcare services rather than pre-school education. The curriculum for nursery schools follows guidelines from the Ministry of Health, labour and welfare. Nursery schools began as a social welfare program for poor working mothers under the jurisdiction of the Ministry of Health and Welfare. Children play, sing, dance, make handicrafts, and listen to stories read by caregivers in the playgrounds and classrooms. Five-year-olds have more classroom learning activities in order to prepare for elementary school

Highlights of the Commission Reports

1.	Indian Education Commission (1964-66)

Indian education commission has made a significant contribution towards developing pre-primary education which is known by various other names such as nursery education, kindergarten education, ECCE, etc. Nursery or kindergarten education of the western systems of pre-primary education is trying to adapt to the Indian system. Pre-primary education is the informal education of the child in the age group 3-5 carried out in formal educational institutions before the child joins the formal education system.

2.   National Curriculum Framework (2005)

National curriculum frame work emphasized two years of pre-schooling and considered ECCE as significant for holistic development of the child, as a preparation for schooling and as a support service for women and girls. It advocated play-based developmentally appropriate curriculum.

3.   National Plan of Action for Children (2005)

National plan of action for children included universalisation of ECCE as one of the goals. It specified care, protection and development opportunities for children below 3 years and integrated care and development and pre-school learning opportunities for 3-6 year olds.

4.   National ECCE Policy (2013)

The National ECCE Policy, 2013, defines early childhood as 'the formative stage of the first six years of life'. According to the globally and nationally held view, the 'Right to Early Childhood Development (ECD)' means the right of the child to survival, growth and holistic development, and the right to inputs that will make such development possible – care, love, nurturing, protection, health, nutrition, stimulation, play and learning.

5.   Moscow World Conference on Early Childhood Care and Education (2010)

Moscow World Conference on Early Childhood Care and Education (2010) also reaffirmed the commitment to ECD. The Moscow Framework for Action called

upon the governments to mobilize stronger commitment to ECD, which should also be expressed in legislation, policies and strategies. Specifically, the Framework recommended that States "develop legal frameworks and enforcement mechanisms that are conducive to the implementation of the rights of children to ECCE from birth;" and "adopt and promote an approach to ECCE that is both holistic and multi-sectoral to ensure good birth outcomes (prenatal stage), neonatal health and nutritional well being, care and education"

Constitutional Safeguards to Promote Pre-Primary Education

1. Fundamental Rights and Rights of Children under six years of age

- Article 15(3) provides for affirmative action for women and children

- Article 21 underlies the primary importance of early childhood developments , right to food, nutrition and health are incorporated in the same

- Article. 21-A was inserted through the 86th Amendment Act, 2002, recognising the right to education for children between the age group of six to fourteen

2. Directive Principles of State Policy

- Articles 39 (e) and (f) of the Constitution provide for health, care and protection of its citizens, including children

- Article 42 mandates the provision for maternity relief, which assumes importance from the perspective of the child 3

- Article 45 – The state shall endeavour to provide early childhood care and education for all children until they complete the age of six years

- Article 47: The State shall work towards raising the level of nutrition and the standard of living of its people and the improvement of public health

Review of Related Studies

There are several studies that emphasis the need for early childhood care and education (ECCE) for a variety of purposes. A brief survey of the studies related to early childhood care and education is attempted here.

Singh, Singh (2015) published an article on "ECE and Quality Education for all". Early childhood education influences intellectual development besides fostering social and emotional development. There is also research evidence that high quality early childhood education has long term positive effect on children's learning and subsequent school success. Early childhood education produces meaningful gains in cognitive, social and emotional development during the preschool years. Early childhood education is predominantly in the hands of private schools which are run by entrepreneurs primarily with profit motive. In the light of present study, it is evident that early childhood child education is a must for every child to prepare him/her to meet the complex demands of formal schooling. It also prepares him/her to receive later education. This is highly essential to achieve the goal –quality education for all in India.

Elizabeth (2014) studied on the topic "free choice and free play in early childhood education: troubling the discourse". The established discourse of free choice and free plays in early childhood education, and develops post-structural approaches to theorizing children's agency in the context of institutional and

relational power structures. It is widely accepted that planning a curriculum based on children's needs, interests and patterns of learning promotes agency, self-regulation and control. The study raises critical questions about how children make and manage their choices, and examines the implications for policy and practice in light of restrictive curriculum frameworks.

Gaur, Verma (2013) Published an article on "Early Childhood Education and Spelling Age." Spelling is a challenging subject for many people. The present research focused on the study of the spelling performance of the students in classes IV-VI who received ECE as compared to those who did not. The result revealed that the spelling performance of students in both the groups were different, the spelling age of children who attended early schooling was better as compared to those who did not. Also, girls had poor spelling age if they did not attend the early education as compared to boys because their education is not given attention at home in respect to the social norms.

Bhatia (2013) conducted a study on Analysis of Home Assignment of Students at The Primary Level: An Evaluative Study. Home assignments are not meant to keep children occupied at home. Practicing home assignments allow children to review what they have learnt in the class. Primary school students should be assigned homework, even if it does not improve their achievement, as home assignments help young students develop good study habits, promote positive attitudes toward school and communicate to students that learning takes place outside as well as inside school.

Gopal (2012) studied on the topic "Technology in language learning in early childhood curriculum". Technology has strong potential for enhancing the education of young children. The experiences of using software are similar to those of reading a book with a child; the value is as much in the interaction between the child and adult as it is in the content.

Subhash, Anu and Ram (2011) conducted a study on Fantasy and Emotional Competence of Pre-School Children. The study concludes that the pre-school children give first preference to fantasy play during their nursery outdoor play. The study also proves that the children who spent more time in fantasy play possess high emotional competence

Singh (2011) found that learning starts from birth. Children learn through interactions with social, physical and cultural environment provided to them. Early childhood experiences are therefore, important from the point of view of helping them to learn better during primary stage and beyond.

Soni (2011) Studied on the topic "Learning while playing at early childhood stage." Play is an avenue for social, emotional and intellectual development has been recognized by early childhood educators. Early childhood educators are well aware that young children learn better with hands on activities than with worksheets. Play allows young children to manipulate objects, participate in activities, try out new ideas, find solutions to problems, satisfy their curiosity and create new inventions. This article makes an attempt to clarify what children learn and how children learn by handling/manipulating objects based on piaget's theory.

Subhash, Suresh, and Sulekha (2010) studied about Role of Play in Enhancing Cognitive and Language Development of Children. The article explores the importance of early childhood play in the natural environment to engage children in concrete and meaningful activities that enhance physical, linguistic, emotional, social and cognitive development. Learning through fantasy play activities rooted in other cultures will also be a positive factor in helping children for an early exposure and understanding of the rich diversity of other cultures. If children lack opportunities to experience fantasy plays, it would abate their long-term capacities related to metacognition, social-cognition and problem-solving skills.

Pahwa (2009) studied on the topic "Role of stories in development of children" The study defines story and storytelling in relation to child development. Story forms an integrative part of young children's lives as they enjoy listening to stories of various kinds and cult. Stories, when used by primary school teachers, can play an important role in aiding the development of children cognitively, emotionally, socially and linguistically. Communication through stories not only makes it easier for children to understand their environment better but renarration of the stories by the children also makes it easier for teachers to understand the perspectives of children in a better manner. This has the potential of making classroom interaction smoother and more effective.

Rollyshiovlare, (2007) conducted a study "child nutrition stumbling from the chart ". The study found that the general level of attention to children rights and well being in these states remains abysmally low.

Mehta (2007) conducted a study "education for all in India with focus on elementary education.' This study revealed educational facilities were available to a large segment of population and areas but compared to primary, upper primary facilities were not yet available to all areas and population.

Shikhi (2005) conducted a study on the analysis of perceived difficulties of district Anganwadi workers. The study revealed that the work burden and unsatisfactory working environment are the problems faced by the Anganwadi workers of Kozhikode.

Chandra and Sudha (2003) studied that Determinants of Socio Emotional Development in Pre-School and showed that good socio emotional health is necessary for effective functioning and a good quality of life. This study has explored into the determinants of socio emotional development in pre-school. Attention needs to be paid to improve learning conditions to retain children in school and grow well, concludes the study.

Aysemtombak, (2014) conduct a study on importance of drama in pre-school education. In this study, the main aim was to draw attention to the importance of the pre-school drama and drama-based education. Using drama in the educational step is the most important way of expressing the persons feeling in a healthy manner; to improve the child's imagination, to enable child to think and act independent, to improve the child's social awareness. At this point pre-school drama education plays an important role.

Jeeja (2000) conducted an analytical study of the present status of Anganwadis in kannur district. Major findings of the study were

- Only 40 percent of Anganwadis are self-sufficient in their building facility

- Majority of Anganwadi workers accepted this job as livelihood. 43.6 percent of them taken it as a service to children and society and 50.6 percent accepted this job due to the love towards children

- Only 7.8 percent of Anganwadi workers are interested in recording the interest habits, and problem of children. This is mainly due to the workload of them.

Cleminshaw and Guidubaldi (1999) studied effect of time and structure on kindergarten student's social and academic performance. Result demonstrated significant difference is academic and social skills favoring children attending all day program.

George (1996) in a study showed that play –way method provided the child with a happy, interesting and creative childhood. Play comes from with n. it is a voluntary activity and is the manifestation of creative activity.

Ganda and Saroja (1996) investigated prevalence of behavior problems among pre-school children. They found that the behavior problems reported by mother's among their children were mostly aggressiveness, stubbornness etc. they also found that physical punishment was the method used by most mothers.

Muralidharan and Vaur (1987) conducted a study on the relationship between physical development and language and cognitive development of children. The result showed that whether the children were tall or short, heavy or light children made positive gains in language and cognitive tests.

Sing and Gopal (1978) conducted an evaluative study of Balawadis in India. It was an ex-post facto study of the Balwadis this study revealed that;

- Locations were unhealthy in 29% of the cases.

- Balwadis had inadequate space and furniture as well as equipments for education, health and nutrition.

Belvi (1974) studied language development of Indian children, it was a cross-sectional study and found out those urban children were faster and earlier in language development than rural and industrial children.

The Indian Association for pre-school education (1972) in a national seminar on integrated approach to the preschool children developed a national policy for the preschool children and urged that investment in human resource development must being during the early years.

The analysis of the literature review shows that the studies on preprimary schools of Kerala are very rare. So the investigator to study the organization and the functioning of pre-primary education programs in Kerala

METHODOLOGY

- *Design of the study*

- *Preparation of the pre-primary curricular framework.*

METHODOLOGY

Introduction

Research methodology is the systematic way to solve the research problem. It may be understood as science of studying how research is done scientifically. (Kothari, 2005) Research methods are the technique that is used for the study. The success of research work depends largely up on the suitability of the method, the tools and techniques that the researcher follows to gather data. The researcher can decide the methodology based on the demand of research problem. The researcher has to develop a unique way of following the technique as per the problem. It may differ from problem to problem.

The present study is entitled as Development of a Curricular Framework on early childhood Education Program with an Appraisal of the Present Pre-primary Education System in Kerala. Since it is a qualitative study the methodology that followed for the study is content analysis. Content analysis is one of the classical procedures for analysing textual material (Flick, 2010).

According to Bauer (2000) content analysis is one of the classical procedures for analysing textual material.

Critical appraisal is the process of carefully and systematically examining research to judge its trustworthiness, and its value and relevance in a particular context. Critical appraisal is an essential step in the process of putting research into practice.

Philip Mayring (1983) developed a procedure for a qualitative content analysis included as a model of text analysis and different techniques for applying it. (Flick, 2010)

The study mainly conducted on the present pre-primary curriculum. Most of the pre-primary curriculums in our country were not included in the study for analyzing the present system of pre-primary curriculum.

Methodology of the study has been described under the following heads.

Design of the study

●   Preparation of the pre-primary curricular framework.

Each of the above has been described below in details.

Design of the study:

Investigator analyses the present system of pre-primary education in Kerala.

The present education system of Anganwadi, Kindergarten and Montessori analysed on the basis of some criteria through observation of the selected number of pre-primary institutions. Investigator has conducted a discussion with teachers of those institutions. The investigator collects details from document analysis and observes the teaching methods of pre-primary schools.

Investigator constructs a curricular framework on early childhood education programme.

The curricular framework includes the following areas

1.   Activity calendar for 3 years

There is an activity calendar for children. The calendar is sorted by the age of the child. The activity calendar is prepared for children aged three to six years. All festivals and important events of the day are reflected in the calendar.

2.   Teachers diary

There is a diary for teachers. It will have a detailed description of all activities provided to children. It includes the details of teaching works, students profile, class time table, assessment of children etc.

Table 1: Teachers diary format

Name of the student:

Class   :

Division   :

Date	Activity/event/experience	Learners response	Uncommon specific behaviors	Remarks

3.   Parents diary

There is a diary for parents. Parents are considered to be a very valuable part of the knowledge construction. Various activities are provided to children. Parents are required to write their experiences while the students are engaged with the home activities

Table 2: Parents diary format

Name of the student:

Class:

Division:

Date	Activity/event/experience	Childs response	Parents reflection

4. Grade Sheet

Table 3 : Grade sheet

Domain	Strength and weakness	Levels of performance (A or B or C)	Teachers Remarks
Physical development			
Leadership			
Communication			
Emotional development			
Teamwork			
Language development			
Problem solving			
Creativity			
Social development			
Self concept			

3.   **Details of other co-curricular activities**

Co-curricular activities are fundamental to a child's overall physical and mental development is concerned. Co-curricular activities stimulate playing, acting,

singing, recitation, speaking and narrating   in students. Activities like participation in game debates, music, drama, etc., help in achieving overall functioning of education. The present curriculum included an academic calendar for children aged three to six years. It includes the important activities of the children in each day. The activities related with physical development, language development, intellectual development, emotional development and social development are incorporated in curriculum. Color therapy is a type of holistic healing that uses the visible spectrum of light and color to affect a person's mood and physical or mental health. Color therapy is included in the present curriculum. It is used as a medical treatment through learning process

Different Criteria Selected for Assessing Pre-primary Education System in Kerala

The study also focused on the activities and experiences given by pre-primary institutions such as Anganwadi, Kindergarten, and Montessori. The selected criteria for content analysis are as follows:

Physical development

Physical development is the process that starts in human infancy and continues into late adolescent concentrating on gross and fine motor skills as well as puberty. Physical development involves developing control over the body, particularly muscles and physical co-ordination. The physical development of the individual includes the development of his various physical parts, his heights, weight, nervous system, internal organs, lungs, hearts, sex organs etc.

Through this study investigator observe the pre primary institutions and to analyse that what activities and experiences are given for the physical development of children. Is there is sports or other games? Is there finger play and clay modeling for kids. And researcher observes that which developments are given by these activities in those institutions.

Leadership

Leadership is the art of motivating a group of people to act towards achieving a common goal. Leadership is an art of influencing others to their maximum performance to accomplish any task, objective or project"-(William Alan Cohen, The Art of a Leader). Leadership is essential for the success of any educational organization. Mulford, silins, &leithwood(2004) say, "Leadership we know makes all the difference in success or failure of organizations.

Effective leadership in early childhood education is an important stage in the life of an individual. Investigator tries to find out activities that are given for children to develop their leadership qualities. Researcher observes the pre schools activities.

Communication

Preschoolers are able and ready communicators. They communicate primarily through language, but they also rely on gestures, facial expressions, and behaviors. During the preschool years, children increase their vocabulary, use longer and more complex sentences, engage in problem solving, and talk about more than just what is happening at the moment.

Learning to communicate is a unique process and specific to each preschooler and family. A family may wonder about their young child's communication and language development and feel uncertain about what they are observing, as well as what to expect. Effective communication skills are integral to children's self-expression, their development of social relationships, and to their learning. The foundations for these skills begin at birth and are built throughout the early childhood years. The investigator tries to find out the activities that are given for children to develop their communication skill.

Emotional development

Emotional development involves learning what feelings and emotions, understand how and why they happen, recognizing one's own feelings and those of others, and developing effective ways of managing them. As children grow and are exposed to different situations their emotional lives also become more complex. Emotional health is influenced by environmental factors, relationships, physical health, self awareness, and stress. An emotionally healthy individual is not happy all the time. In fact, someone who doesn't seem to experience negative emotionsmaybe repressing their emotions.

Children who can understand and manage their feelings, stay calm and enjoy experiences are more likely to develop a positive sense of self and be confident and curious learners. One of the most important aspects of children's emotional development is the ability to identify and understand their emotions. In early childhood, children learn that emotions represent their own reactions to situations and events and that child can differ from each other in their emotional responses.

Investigator tries to check if the preschool institutions are provided with any kind of work for children to increase their emotional development

Team work

When children learn to be part of a team, they learn more about interpersonal ways of thinking, improving their ability to communicate with others. Teamwork also helps children feel like a part of a community and can help in all areas of learning. Communication, social, and emotional skills are all strengthened when children learn to work as a team, which can help improve self-esteem and confidence in kids.

In school your child will experience teamwork in many different forms. Children may be asked to work in pairs, small groups, or larger groups on a variety of different things. They may be asked to work in teams for physical activities such as ball games or running games or more formal activities such as projects. Children also often form their own team activities during their play time.

Language development

Language is made up of words combined into sentences. Language is used for speaking, reading and writing. There are many different languages typically associated with different countries. Language is the foundation for all social interactions, having problems to communicate can cause frustration both for you as a parent, but more importantly for your child.

The development of language is strongly interdependent with, and supports, your child's brain development and cognitive development. Studies have shown that

having a large vocabulary increases creativity and helps people to come up with new ideas. Language Development at an Early Age: Learning Mechanisms and Outcomes from Birth to Five Years. The acquisition of language is one of the more remarkable achievements of early childhood. By age 5, children essentially master the sound system and grammar of their language and acquire a vocabulary of thousands of words.

Problem solving

Problem solving is the foundation of a young child's learning. It must be valued, promoted, provided for, and sustained in the early childhood classroom. Opportunities for problem solving occur in the everyday context of a child's life. By observing the child closely, teachers can use the child's social, cognitive, movement, and emotional experiences to facilitate problem solving and promote strategies useful in the lifelong process of learning.

When we talk about problem solving, many people immediately think about math. However, problem solving skills are not only a math skill, but also a skill used in every subject and in all aspects of life. Teaching problem solving as a general skill is invaluable to children's learning; confidence and independence. Children have to learn how to make decisions independently to be personally responsible for their life learning.

Creativity

Robert E. Franken in his book Human Motivation defines creativity "as the tendency to generate or recognize ideas, alternatives, or possibilities that may be

useful in solving problems, communicating with others, and entertaining ourselves and others."

Creative experiences can help children express and cope with their feelings. Creativity also fosters mental growth in children by providing opportunities for trying out new ideas, and new ways of thinking and problem-solving. Various arts and crafts are ways for children to encourage movement, develop fine motor skills, control and coordination. Early childhood education often focuses on children learning creative abilities through play. Children's creative abilities may be explored through their ideas, curiosity and feelings towards the arts, movement, music and imaginative play.

Social development

Social development involves learning the values, knowledge and skills that enable children to relate to others effectively and to contribute in positive ways to family, school and the community. Through their relationships with others and their growing awareness of social values and expectations, children build a sense of who they are and of the social roles available to them. As children develop socially, they both respond to the influences around them and play an active part in shaping their relationships. Through their relationships with others and their growing awareness of social values and expectations, children build a sense of who they are and of the social roles available to them. As children develop socially, they both respond to the influences around them and play an active part in shaping their relationships.

Children's earliest and most extensive learning about social relationships occurs in the family. Parents and cares can support positive social development when they model respect and consideration and encourage children to be similarly respectful in all their relationships. Help children to develop social skills by providing coaching and teaching them to think through and solve the day-to-day social difficulties they encounter. Children's understandings of responsibility are influenced by their families, by school staff, by community members

Self concept

To be aware of oneself is to have a concept of oneself. Baumeister (1999) provides the following self-concept definition: "The individual's belief about himself or herself, including the person's attributes and who and what the self is". Self-Concept is an important term for both social psychology and humanism.

Preparation of the pre-primary curricular framework.

The investigator prepared a curriculum frame work under the following structure.

Introduction

A curriculum is ideally something that is first of all effective and matches assessment with what is taught on a course. However, it also aims to give students a broader perspective.

Objectives

Objectives consider how you would test learners to determine if they achieved what you want them to achieve. Objectives should relate to a goal.

Goal

Educational goals describe the overall learning outcome. Subsequent objectives, methods and evaluation procedures are directed towards achieving the goals.

Principles

Curriculum principles are the values a system of education believes will give both their pupils and community the best chance of succeeding, and what they know to be right.

Role of the teacher

Teachers play an integral part in the process of developing the curriculum, then students' outcomes. Teachers want to enjoy teaching and watching their students develop interests and skills in their interest area. The role of the teacher must be defined for the proper functioning of the learning process.

Role of the learner

They are the very reason a curriculum is developed. Students are the clients for whom curriculum is developed; they are the most affected persons by the curriculum.

Role of the parents

Parents are universally accepted as a child's first teacher. It's intuitive, and we usually know it from our own experience. Schools that embrace this reality and recognize the important role parents play in their child's education are better able to

create curriculum and build relationships with parents that have a profound effect on a child's journey through his learning process.

Textbook

In education textbooks are very important because these are helping in attaining the school curriculum. It is a collection of the knowledge, concepts and principles of a selected topic or course. In many system of education text book plays a central role. But this system of pre-primary education hasredefined the role of the textbook.

Learning aids

A learning aid is something intended to enhance learning and retention by the learner. This helps the learner to accomplish a meaningful learning

Uniforms

A school uniform teaches students to dress smartly and take pride in their appearance. Perhaps most importantly, a uniform means students don't have to worry about peer pressure when it comes to their clothes

Merits of the system

A curriculum is considered the "heart" of any learning institution which means that schools or universities cannot exist without a curriculum. With its importance in formal education, the curriculum has become a dynamic process due to the changes that occur in our society.

Data collection procedure

After the selection of the sample the investigator visited the selected pre-primary schools in Kozhikode district and obtained permission from the heads of the pre-primary education centers. With the guidance from the supervising teacher, investigator collected data from documents such as journals; articles, books written by authors etc and the data were collected from pre-school teachers through the techniques of interview. The investigator also observed the institution regarding the facilities and its utilization. The observations were recorded in field notes and kept ready for analysis. The collected data was consolidated on the basis of selected criteria.

Technique used for analysis

Being a qualitative study, the collected data were consolidated through verbal interpretation. The investigator analysed data on the basis of field report on observation.

ANALYSIS

- *Analysis of Anganwadi system*
- *Analysis of Montessori system*
- *Analysis of Kindergarten system*

ANALYSIS

The analysis of data is the most skilled task in the research process. It calls for the researchers on judgment and skill. Analysis means a critical examination of the assembled and grouped data for studying the characteristics of the object under study and for determining the patterns of relationships among the variables relating to it.

After the data have been collected the researcher turns to the task of analyzing them. The analysis of data requires a number of operations such as establishment of categories, the application of these categories to raw data through coding tabulation and then drawing statistical inferences (Kothari, 2010)

"Analysis of data is the heart of the research report" (Best and Kahn, 2009). The present study is the construction of a curricular framework on early childhood education program with an appraisal of the present pre-primary education system in Kerala. The data for the study was collected from journals, articles, books and data has been collected by observation of selected pre-primary schools and Investigator has conducted a discussion with teachers of those institutions. The investigator collects details from document analysis and observes the procedures followed by present pre-primary schools.

This chapter deals with analysis of collected data. The analysis was done as per the objectives of the study as mentioned below.

1.   To establish different criteria for assessing pre-primary education systems in kerala.

2.   To analyse the present system of pre-primary education systems in kerala.

3.   To construct a curricular frame work on early childhood education program.

The analysis were guided by critical inquiry and across sectional dialogue and focused on ten aspects of the curriculum : Anganwadi, Montessori and Kindergarten with respect to child's psychology and physiological doctrines on child individuality, the three framework of pre-primary education which are popular and presently existing in Kerala state were analysed.

The data collected by observing the existing pre-primary schools were analysed and the present system of education followed by Anganwadi, Montessori and kindergarten are critically evaluated as given below. A special emphasis was given to the criterias selected for assessing the pre-primary education.

Analysis of Anganwadi System

Anganwadi is a type of rural mother and child care centre in India. They were started by the Indian government in 1975 as part of the integrated child development services programme to combat child hunger and malnutrition. Anganwadi means "Courtyard shelter" in Indian languages.

This section deals with the analysis of present Anganwadi system. The investigator analysed the practices of Anganwadi systems of Kozhikode district. This includes physical, intellectual, emotional, social development and leadership,

communication, creativity, self-concept and self-evaluation of the children. For the analysis of this objective the investigator used the observation schedule.

On the observation it was found that some Anganwadies do not have sufficient playground and equipments for the physical development of the children. Anganwadies are giving continues medical checkups for students. They have provided the medical treatments for children as a part of their curricular transaction. The Anganwadi centers of the social welfare department provide a range of services for children, adolescent girls, pregnant woman etc. Anganwadis function as local community resource centers. Anganwadis are mainly focused on the physical and mental development of the children.

Anganwadi centers provide much the opportunities to mingle with each other but lacking to promote the leadership qualities in children. The investigator on observation found that Anganwadi have provided language development activities for the intellectual development such as recognizing quality, symbols,shapes,colors etc. Anganwadi teachers give a chance to learn children about different cultures through different festivals. Teacher tries to make an awareness of family members also. Teachers make a self-concept in between children. They developed ambitions in children

They have no planned syllabus. They follow liberal rules and regulations.They provide health care services and supply milk,grains, 'Amrutham powder'. There is no donation and monthly fee as in the other English medium schools. Anganwadis have some play equipments though it is not sufficient and also not in good condition.

Anganwadi centers don't provide opportunities to develop the emotional development of the children. Children are not aware about feelings and belongingness. There are no musical games, video games, Rubik's cube etc for the children to develop their creativity. Anganwadi teachers don't give tasks for children to test their different developmental factors. Children have not been exposed for their self-evaluation.

On observation the investigator found that some of the institutions conduct nature walk. Majority of Anganwadis are conducting nature walk once in a week but other pre-primary institutions are not conducting nature walk. Anganwadi have small gardens in these gardens children have to fix the plants and water them.

The investigator collects details about Anganwadi curriculum through document analysis and observes the procedures followed by present Anganwadi system. Investigator analyse the various documents related to Anganwadi system such as journals, articles, books written by eminent authors, commission reports.

A typical Anganwadi centre provides basic health care in Indian villages. It is a part of the Indian public health care system. Basic health care activities include contraceptive counseling and supply, nutrition education and supplementation, as well as preschool activities. Anganwadi centres provide supplementary nutrition non-formal pre-school education, nutrition and health education, immunization, health checkup and referral services of which three services are provided in convergence with public health systems.

The Integrated child development services (ICDS) was launched in India on 2 Oct, 1975 with 33 projects all over the country. In the state of Delhi, first ICDS project was launched in Jama masjid, a milestone project.

Objectives of Anganwadi System

- To improve the nutritional and health status of children in the age group of 0-6 years.

- To lay the foundation for proper psychological, physical and social development of the child.

- To reduce the incidence of mortality, morbidity, malnutrition and school dropout

- To achieve effective coordination of policy and implementation amongst the various departments to promote child development, and

- To enhance the capability of the mother to look after the normal health and nutritional needs of the child through proper nutrition and health education.

Merits of Anganwadi System

- Focus on the overall development of children.

- Takes care of the children between the age group 3-6 years.

- Helps parents to take care of children below 3 years.

- Takes care of nutrition and health education for women in the age group of 15-45 years.

- Supplementary nutrition is provided for children below 3 years.

- Provides services such as health checkup, referral services, immunization etc.

- Helps the child to get ready for the formal school education.

- Value based education.

- Early detection of disabilities of children.

- Provides medicine kit, preschool kit, hygiene kit.

- Activities such as block building and exploring wheeled vehicles etc may develop scientific temper.

- Integrate word processing skill to creative activities

- Time savers- teaching multiple subjects at a time.

Demerits of Anganwadi System

- Lack of infrastructure facilities

- Cognitive aspects are given least importance

- Activities are very less

- Spatial intelligence and musical intelligence are not taken into consideration.

- Lack of government funds at proper time

- Number of children going to Anganwadi in urban and semi urban area is very less.

- Most of the parents are not sending their child till the age of 6 to Anganwadi; they will prefer to send them to kindergarten at the age of 3.5/4 years.

- All the aspects of the child development is not considered

- Entertainment and edutainment activities are very less.

- Differently aged children varying from 2-4 are seen in a single classroom.

- Lack of basic psychological knowledge among Anganwadi teachers.

- Lack of space for play and leisure activities.

- Lack of community support.

- Lack of water supply and sanitary facilities.

- High work load of the Anganwadi workers.

The aim of most of the child care centers is not about what is needed for the comprehensive development of the child. Most of the work for the profit and interest of administers or other the welfare of parents. In both case the loss is for the children and the society itself. This pinpoints to the need of coordinating the functioning of various types of institutions in the field of pre-primary education. In most of these institutions the physical and mental environment hinders the childs development. Hence the comprehensive and balanced development of the child in all perspectives must be legally enforced through the implementation of an action plan.

Analysis of Montessori System

The Montessori Method of education was developed by Dr. Maria Montessori. It is a child centered educational approach based on scientific observations of children's from birth to adulthood. Montessori Method has been time tested, with over 100 years of success in cultures and diversity throughout the world.

On observation the investigator found that it is an activity oriented curriculum. They gave more importance for the child's interests. Every activities are done according to the interests of children. All these activities will be useful for the

child development. Activities such as sports, games and clay modeling are being conducted here. There is a good ground and equipment's are arranged to children for their physical development. They gave more importance to intellectual development of the child.

Montessori schools, give more activities like recognizing quantity, symbols, shapes, colors etc. Montessori Method doesn't give an importance to make a social awareness in children. They have no community based activities like home visit, parent teaching etc. Video games, musical games etc are not sufficiently incorporated for the development of the creativity of the children.

Montessori Method provides a chance to self-evaluation of children. There isn't enough opportunity through group activity for social development and interaction. The interaction in Montessori classrooms differs from that of a regular day public school or a non-Montessori based school.

For the analysis of Montessori curriculum investigator visited a Montessori school at Calicut. The investigator collects details about Montessori curriculum through document analysis and observes the procedures followed by present Montessori system. Investigator analyse the various documents related to Montessori system such as journals, articles, books written by eminent authors, commission reports.

It is a view of the child as one who is naturally eager for knowledge and capable of initiating learning in a supportive, thoughtfully prepared learning

environment. It is an approach that values the human spirit and the development of the whole child- physical, social, emotional and cognitive.

Objectives of Montessori system

❖ Social development

- Developing social values, independence follow through group acceptance, cooperation, respect for self and others and respect for the environment.

- Developingself-confidence and self-esteem in an environment that promotes independence.

- Providing opportunities to converse spontaneously with teachers and peers.

- Developing trust in the classroom community.

- Developing appropriate interactions with teachers and peers.

- Language development

- Promoting listening skills through stories, poems, nursery rhymes, songs, spoken social graces and conversations.

- Building communication skills through exposure to language and opportunities for expressive speech.

- Auditory discrimination: loud/quiet, same/different, sounds of nature, daily life and animals etc.

- Visual memory and discrimination: recognizing colors, shapes, sizes, patterns parts of whole and beginning letter and number recognition symbols.

❖ Maths readiness

- Exploring spatial relationships such as long/short, big/little etc.

- Recognizing quantity.

- Using finger plays and songs involving maths concepts.

- Matching of number symbols to objects.

- Recognizing that symbols represent quantities.

- Growing awareness of one to one correspondence.

- Working with manipulative to explore concrete concepts.

❖ Science

- Real-world opportunities to become aware of the natural world.

- Hands on experience with weather, animals, plants, seashells etc.

- Opportunities to care for plants and small animals.

❖ Social studies

- Beginning awareness of community helpers.

- Beginning awareness of self and family.

- Celebration of holidays, seasons, cultures and birthdays with songs, stories etc.

- Tactile development

- Materials providing sensory experiences for example sound play, water play, temperature etc.

❖ Music

- Singing, rhythmic activities, musical games, instruments, music through body movement.

Merits of Montessori System

- Each child is valued as unique individual students are also free to learn at their own pace.

- It aims at educating the children through the senses training.

- Properly graded and correlated exercise for reading and writing are provided.

- Children in Montessori schools are more ready to learn reading, writing and math than other children as they are not under the pressure.

- The Montessori philosophy encourages students to develop their "soft skills", the unquantifiable life skills such as responsibility, fairness, independence, adaptability and positivity.

- Specialized educational materials developed by Montessori and her collaborators are used.

- Beginning at an early age Montessori students develop order, coordination, concentration and independence.

- Students enjoy freedom within limits.

- Self-correction and self-assessment are an integral part of the Montessori classroom approach.

- The students learn the lesson of dignity of labour and self-help by attending to their needs themselves. Many practical lessons are provided.

Demerits of Montessori System

- There is no testing or grades issued or homework to teach them discipline and to measure their progress.

- There is not enough opportunity for social development and inter-personal interactions

- Over importance to cognitive thinking

- Too much time is spent on the practical life

- Classroom is highly structured that the children have no freedom to choose

- Less scope for social development of the children

- No direct teaching

- Training is largely in individual work

- Montessori school is less formal.

- Montessori schools can be expensive. It is useful only for the upper classes.

- Lack of competition in the classroom may lead to certain problems when a child enters a more competitive environment. Children may not know how to handle competitive environment later in life.

- Teachers may have trouble letting students pick their own activities.

- Some students may not deal well with the lack of traditional classroom structure.

- More emphasis on biological aspects and less on psychological: the teacher in this system takes special care in keeping records of the height, skull and limbs of each individual child. She hardly observes temperament and other emotional traits.

- Lack of teachers with the practical knowledge of Montessori system of education

- Little scope for projects. The children have to depend upon the mechanical apparatus.

According to Maria Montessori, education must help in the complete unfolding of the child's individuality. Suitable environment should be provided so that the child may grow and develop the potentialities that he has within him.

Analysis of Kindergarten System

Kindergarten is a preschool educational approach traditionally based on playing, singing, practical activities such as drawing and social interactions as part of the transition from home to school. At first, such institutions were created in the late 18th century in Bavaria and Strasbourg to serve children whose parents both worked out of the home. The term was coined by the German Fridrich Froebel, whose approach globally influenced early years of education. Today, the term is used in many countries to describe a variety of educational institutions and learning spaces for children ranging from 2 to 7 years of age, based on a variety of teaching methods.

Songs, movements and construction form the essence of the kindergarten. Spontaneous self-activity is the method of education. Activity should stem from the child's own interest and hence play is the spirit dominant in the kindergarten. Play is self-active representation of the inner need and impulse of the child. It is the purest and the most spiritual activity of man. It gives therefore joy, freedom, contentment, inner and outer rest and peace with the world. The child's natural urge for creativity is to be exploited to the maximum extent possible. The curriculum includes manual

work like gardening and wood-work nature study, religious instruction, natural science and language.

For the analysis of kindergarten curriculum, investigator visited the pre-primary school, medical college campus and Ursuline nursery school, medical college.

On observation the investigator found that some of the institutions conduct exercise, yoga and several games for the physical development of the children. But the institutions are not providing the activities like the clay modeling and finger play activities.

Some of the schools have play grounds. All schools have some play equipments though it is not sufficient. Certain materials like toys,sea-saw, swing, climbing apparatus were seen in some schools. Some schools are giving opportunity to play independently using these equipments, But generally most of the schools are not giving opportunity to use these equipments freely. Teachers opinioned that they are not getting enough resources to arrange these play equipments.

All kindergarten schools following English as a medium of instruction. Pre-primary schools have their own rules and regulations. They follow strict syllabus. Most of the children feel these syllabuses as heavy. School hour start from 10 AM and there will be continuous class up to 4 PM.

Lower kindergarten (LKG) and upper kindergarten (UKG) are two stages of pre-primary education. They mainly focus on the development of reading readiness, writing readiness, language development and number systems.

On observation investigator found that kindergarten provides opportunity to conversation and developing self-concept and others. They promote listening skills and language development activities. Teachers give more activities for children's intellectual development. They promote the creativity of children. They give an opportunity to celebrate the birthdays of peer groups and different festivals also. They also celebrate the colors day in the institutions. Teachers satisfying children's physiological needs and develop a self-concept also. They don't have an opportunity for children's self-evaluation. Kindergarten doesn't provide medical treatments for children as a part of learning process. They gave more importance of intellectual development of the child. They don't provide any opportunity to develop their emotional factors. Kindergarten schools are not conducting any type of community based program.

Some English medium pre-schools are provide more facilities like musical games, video games , Rubik's cube etc. for the development of child's creativity and some others like government preschools are not to give an opportunity to develop the creativity of children. Kindergarten schools are having frequently giving different home tasks. No opportunities are providing for self-evaluation of child.

The investigator collects details about kindergarten curriculum through document analysis and observes the procedures followed by present kindergarten system. Investigator analyse the various documents related to kindergarten system such as journals, articles, books written by eminent authors, commission reports.

The idea of kindergarten gained momentum and that influenced the primary education system all over the world. Froebel emphasized physical education, manual

training and self-development. Folk songs and folk dances were stressed for social growth. Embroidery, painting, swing, etc were taught as crafts. Arts and religious education, discipline and social responsibility were emphasized. Froebel was concerned with primary school education only and he did not do anything for higher education.

Froebel said that 'free self-activity' is a process by which the child realizes his own nature and builds up his own world and then unites and harmonizes the two. Self-activity of the mind is the basic law of a kindergarten.

Objectives of Kindergarten System

- Developing an awareness of letters.

- Recognizing that letters have specific sounds.

- Awareness of the relationship of "letters to words" and "words to sentences".

- Developing a basic vocabulary set by listening to and identifying unknown words in stories.

- Developing a strong number sense.

- Identifying numbers up to 20.

- Recognizing basic shapes and units for measurement, time and weight.

Merits of Kindergarten System

- The curriculum helps to develop the socialization among the students.

- Encouraging holistic development.

- Helps to develop the disciplines in classroom.

- More educational opportunities to foster early reading abilities, art and even some math and science concept.

- It stressed the importance of play in the early education.

- The gifts and occupationsof the kindergarten gave a new materials and methods of teaching.

- There is sufficient scope for activity in kindergarten system

- Froebel regarded school as a miniature society where children get training in important things of life. They learn the virtues of co-operation , sympathy, fellow-feeling and responsibility, etc

- The inclusion of nature study in the curriculum helps to develop love for nature and world in the mind of the students.

Demerits of Kindergarten System

- Less freedom

- Learning and playing situation including only within the four walls.

- Overloading of homework.

- Copywriting will create more difficulties.

- Children believe only their own teachers, words and even they neglecting parent's words.

- It expects too much from the child. It is not possible for the child to be able to understand abstract ideas of organic unity while playing with gifts.

- Too much stress has been laid on the development from within. The importance of the environment has not been fully recognized.

- The kindergarten does not provide any opportunity for the development of the individual child.

- It is not possible to accept his excessive emphasis on play in education as it is likely to detract the child from serious learning.

- Froebel thinks that the source of development is internal. So the kindergarten system overlooked the importance of environment in the development of the child.

- The gifts developed by Froebel do not serve much purpose of sense training

The philosophy of the kindergarten emphasizes a very informal curriculum in to-day's schools. The teacher becomes a guide or stimulator. His/her job is to motivate, encourage, challenge and secure pupil interest in learning. The informal classroom structure emphasizes the use of learning situations in the classroom. Each situation is quite open ended in terms of what pupils may achieve.

For the present study investigator analysed three curriculums on the basis of selected criteria. On observation investigator found that the selected three curriculums (Anganwadi, Montessori, kindergarten) are better for the early child education. It has several benefits for children. However there are some drawbacks in these curriculums.

The major drawback of the prevailing system of pe-primary education is that it is not easily affordable. Today in India more than thirty seven percentage people are living below poverty line. So they can't afford education even at pre-primary level. The government schools have not been able to perform as expected and they don't possess a good image among people. People in some parts of the country are

still conservative and apprehend modern system of education. The privatization in all sectors is the major drawback of the present education system.

Syllabus of pre-schools is seems to be not good, it's overloaded;it can harmour child's learning skill and demotivate the child. The present pre-school curriculums have not considered the all-round development of the children. The Anganwadi system more concentrates on the nutrition and health education. The Montessori system has more emphasis on cognitive thinking of the child. There is not enough opportunity for social development and inter-personal interactions. The kindergarten system does not provide any opportunity for the development of the individuality of the child   .

The preschool environment limits the child's creativity and ability to discover new information. Preschool teachers must tend to do the needs of the children during the school day, and sometimes she is just trying to manage the crowd. A bad preschool can damage child's ability to relate to his peers, or worse, destroy his curiosity for learning. Since the curriculum is seems to be not good, it may damage our child's learning process, attention span and attitude towards classes. Even if the program is good and if it's not implemented properly, child's learning and experiential knowledge will be hampered.

CONCLUSION, FINDINGS AND SUGGESTIONS

- *Study in retrospect*

- *Objectives*

- *Methodology*

- *Data Collection Procedure*

- *Major Findings*

- *Educational Implications*

- *Suggestions for Further Research*

CONCLUSION, EDUCATIONAL IMPLICATION AND SUGGESTIONS FOR FURTHER RESEARCH

This chapter gives an overview of the significant aspects of the stages of conducting the study, major findings, educational implications and suggestions for further research in this area.

Study in retrospect

The present investigation is entitled as "construction of a curricular framework on early childhood education program with an appraisal of the present pre-primary education system in Kerala"

Objectives of the study

The objectives of the study were:

1. To establish different criteria for assessing pre-primary education systems in Kerala

2. To analyse the present system of pre-primary education systems in Kerala

3. To construct a curricular framework on early childhood education program

Methodology of the study

The methodology involves the systematic procedures followed after the identification of the problem to reach into a final conclusion. The role of methodology is to carry out the research work in a scientific and valid manner.

The aim of the present study is to analyse the present system of early childhood education programs and to construct a curricular framework on early childhood education system. The proposed study is a qualitative one; the method used for the study is content analysis. The investigator will critically analyse the existing pre-primary curriculum on the basis of certain components which are prescribed at each developmental stages of children.

With the guidance from the supervising teacher, investigator collected data from journal, articles, and books in order to reach the objectives of the study. The investigator had discussions sometimes with the pre-primary teachers of some selected play schools.

Data collection procedures

After the selection of the sample the investigator visited the selected pre-primary schools in Kozhikode district and obtained permission from the heads of the pre-primary education centers. The data were collected from pre-school teachers through the techniques of interview. The investigator also observed the institution regarding the facilities and its utilization. The observations were recorded in field notes and kept ready for analysis. The collected data was consolidated on the basis of selected criteria. With the guidance from the supervising teacher, investigator collected data from documents such as journals; articles, books written by eminent authors etc.

Technique used for the study

Being a qualitative study, the collected data were consolidated through

verbal interpretation. The investigator analysedthe data on the basis of field report on observation.

Conclusion

The investigator reached the following conclusions based on the results obtained from the study.

The main objective of the study was to establish different criteria for assessing pre-primary education systems in Kerala. The investigator critically analysed the existing pre-primary curriculum on the basis of certain criteria. For the formation of criteria investigator analysed different documents such as journals, articles and books written by different authors. Through the document analysis investigator found several components of early childhood education. From these components investigator consolidated it ten criteria. They are physical development, leadership, communication, emotional development, teamwork, language development, problem solving, creativity, social development and self-concept. On the basis of these ten criterias investigator analysed the Anganwadi, Montessori, and Kindergarten curriculums.

Through the analysis of Anganwadi curriculum investigator found that importance should be given to the health of the children at early childhood. There are only few aspects for the intellectual development of the child. In addition to this, Anganwadi teachers have other department works like health department survey, various data collection imposed by the local bodies etc, so they can't care children more effectively.

In Montessori curriculum there is not enough opportunity for group activity which is one of the essential criteria for interaction among children which enhances social development. Further the factors for the emotional development of the child are not significantly mentioned in the curriculum. More over the implementation of Montessori curriculum is an expensive process.

When we are considering the kindergarten curriculum, learning and playing activities are confined within the four walls of the classroom over loading of home work is another fault of this curriculum. There is no importance for the emotional development of the child. All the three curriculums mentioned were not providing any space for the color therapy which is a key factor in the all round development of the child at the pre-primary level. More parental and social involvement should be necessary for the better functioning of pre-primary education centers.

Through the present study investigator found that the existing curriculums have some barriers. There is a need to clear the drawbacks of existing pre-primary curriculum. So investigator constructs a curricular frame work including the drawbacks of the existing pre-primary curriculum. And add some important factors required for child's development

Findings

The major findings of the study are presented in this section. The findings based on the three objectives are given:

Findings based on the first objective

Investigator has established different criteria for assessing present pre-

primary education system on the basis of document analysis. They are:

- Physical development

- Emotional development

- Social development

- Leadership

- Communication

- Creativity

- self-concept

- Team work

- Language development

- Problem solving

On the basis of the analysis of Anganwadi, Montessori, and Kindergarten curriculum, investigator found many drawbacks. So investigator construct a curricular frame work on early childhood education including several activites. These activities are based on the criteria developed by the Researcher.The criteria based activities are as follows:

Activities for Physical Development

Physical activities promote children's fitness, cultivate their will-power and enable them to channel their emotions. Develop self-care ability in children. Develop interest in children and the habit of participating in physical activities and knowhow to protect them by understanding basic health and safety issues.

The present curriculum provides various activities for the physical development of the children. They are exercise, practice of yoga, dance, and free choice activities for children. Games– Walking Running, Jumping, Musical chair, Stone picking competition, breaking balloon

Activities for Language Development

Children use language in everyday life and during play activities. Language also plays an important role in creative work and social interaction. Early childhood is the golden period for language learning. In a meaningful language learning environment, children can practice the four languages skills-listening, speaking, reading and writing.

Various activities are conducted for the language development. They are free talking, action songs, read and write; fill in the blanks, storytelling with a picture etc.

• Free choice activity:-Structured activities are important for building developmental competencies in children. However in between these learning activities , a mix of free play helps kids build an array of skills and feel more balanced in their everyday lives, here comes several activities like free talking, playing, drawing, cleaning, cooking, gardening, painting, clay modeling etc. children are free to select different sorts of educational toys and teaching aids to play with. This may also be the time for children to have their refreshments.

Activities for Emotional Development

Children are developing their social and emotional skills in early childhood. This influences their mental health and wellbeing, now and in the future. Children

learn social and emotional skills through their relationships with family members, teachers and peers.

This curriculum provides various situations to share the feelings and expectation of children with teachers, peers and family members. Give a chance to express the expectations of children before starting a day and an activity. Provide opportunities to share home experience in their classrooms. Interaction with friends and expressing the feelings is an activity for children.

Activities for Cognitive Development

The cognitive development of children begins in infancy. They construct knowledge and develop their intelligence through real-life situations and experiences.

There are several activities for the cognitive development of the child. They are Find the way, say a story on looking the pictures, match the following, join the dots to make a picture, cutting shapes, clay modeling, making collage, talk about body parts, classification, jigsaw game, memory test, letters play, identify the difference between two pictures etc.

●   Classification (fruits, vegetables, birds, animals, body parts)

Classification is one of the activities for kids. This activity is different from one age group to another. Three to four age group children have grouping on the basis of images of fruits, vegetables, birds, animals and human organs. But In four to five age group children have classifying the images in a group. Five to six age group children have classified with its names.

● Match the following

Match the following is the activity for intellectual development in kids. It is given in a different way by age. Three to four age group children have matched the image with same image. Four to five age group children have matched the image with its any related part. Five to six age group children have matched the image with its name also.

Self and Social Development Activities

Children's affective and social development begins with understanding their own emotions and the formation of their self-image, identify family members and having contact with other communities. Children can learn about the value of their existence and understand others feelings and needs through interaction with peers. This will also enhance their interpersonal and communication skills.

The Pre-primary system provides various activities for the social development of the child. They are clean and Decorating the classroom, Field trip to nearest place Day celebrations, Festival celebrations (Onam, Eid, Christmas) etc.

Activity for Fostering Creativity

Encouraging children to try out new things and ideas is a crucial factor in their intellectual, physical and emotional growth. Everything kids experience and explore about themselves influences their further development.

The preschool years can be one of the most creative times in a child's life. Help your child express feelings and learn communication skills. It helps your child

develop, practice and improve coordination and motor skills. Give your child a chance to try out problem-solving and thinking skills.

This curriculum includes various activities for inculcate the creativity of the child. They are drawing, acting, coloring the picture, making greeting cards, stars, kites, making shapes with clay and leaves, paper folding activities, palm printing activity etc.

Sports and Games Activities

Every month the sports day is celebrated. This will help children's physical development. Sports activities are regular feature and an important co-curricular activity of the pre-primary children. Different type's games and competitions are conducted in sports day.

Drawing and Painting

Drawing and painting is included in pre-primary syllabus. Give more time for drawing and painting in every week. It is helpful to develop the creativity of the kids and intellectual development also. Children draw any picture as they like. Sometimes teacher gave a theme, so they draw on the basis of that theme.

Findings based on the second Objective:

Three curriculums on pre-primary education vizAnganwadi, Montessori, Kindergarten were analysed and their merits and demerits have identified. The major highlights of this finding are:

The aim of pre-school is to provide a learning environment to children belonging to the age group of 3-6 years, and an early care and stimulation for

children under the age of three. Pre-school education is provided through the medium of "play" to promote the social, emotional, cognitive, physical and aesthetic development of the child as well as to prepare him/her for the primary schooling.

Anganwadi curriculum gives more importance to the health of the children at early childhood. There are only few aspects for the intellectual development of the child. The Anganwadi system is passing through many ups and downs. It does not mean that it is a worthless program: but on the other hand it helped many rural children by providing them with an early education.

The best thing about a Montessori environment is that it allows for children to work, develop and learn at their own individual pace. But there is not enough opportunity for group activity which is one of the essential criteria for interaction among children which enhances social development. Further the factors for the emotional development of the child are not significantly mentioned in the curriculum.

When we are considering the kindergarten curriculum, learning and playing activities are confined within the four walls of the classroom. Over loading of the content and also the heavy home work is another fault of this curriculum. There is no importance for the emotional development of the child.

Findings based on the third objective:

To clear the drawbacks of existing pre-primary curriculum, investigator constructs a curricular frame work excluding the drawbacks of the existing pre-primary curriculum and added some important factors required for the child's development

Curriculum Frame Work

Introduction

The purpose of pre-primary education is to lay a solid foundation for formal learning, establishing self-confidence and self-worth through personal and social development. All learning must promote the growth and development of each child as an individual and as a member of the school and society. In order to create good social relationships, stability, and continuity for the children, the class teacher must teach all learning areas in this phase.

The pre-primary programme is a child centered approach. It is based on and evolves with the student's interests and passions and is guided by the teachers knowledge and commitment. Children are naturally curious about the world around them and about themselves and others. Teachers support their learning and facilitate their progress in all developmental domains.

As per the existing curriculum for pre-school in Kerala variety of activities are proposed to enable the children to prepare themselves for school readiness. Those activities are aimed for the development of the children belonging to three and four age group in cognitive, affective and psychomotor domains. Children belong this group are having various physical and mental stage of development or capability.

Goal

To nurture children to attain a well developed personality in different domains of ethics, intellect, physique, social skills and aesthetics, so as to prepare

for them life. Kindle Childrens interest in learning and to cultivate a positive learning attitude inorder to lay the foundation in future learning.

Objectives

- To provide knowledge, develop skills and values

- To provide opportunities that will enable children to learn how to share, co-operate work with each other and to listen each other.

- To develop attention skills to concentrate on their own play activities and on tasks given.

- To develop children's language and communication skills.

- To give medical treatments through different learning process.

- To develop the emotional factor through different activities.

- Develop a positive self-concept.

Principles

- Learning begins from birth

- Children construct knowledge

- Children learn through play

- Principle of interest and need

Pre-primary education must be based on the needs and interests of the children.

- Principle of leadership

Role of the Teacher

A pre-school teacher helping to shape the youngones into wonderful people. Pre-school teacher is responsible for teaching children, usually up to the age of 5,

about things related to intellectual, physical and social growth. Teachers observe children to identify their needs and capabilities and move with the pace of the child's development. Teacher creates nurturing and positive relationships with children and among children. She/he organizes supportive learning environment by taking care of aspects such as the arrangement of the physical environment and equipment; the scheduling of activities and events and groupings. Teacher facilitates learning to meet the objectives of the curriculum.

Role of the Learner

The curriculum adopts a play and activity based approach. Children are visualised as active beings who construct their own knowledge and the process of teaching –learning is one of co-construction of knowledge, with adults as facilitators. Learner has an active role. Learner involves all the activities.

Role of the Parents

The young child spends most of the time at home and much of the early learning occurs through the child's day to day interactions with the family. The parents have a major role to play in the child's development, much beyond merely being around the child and providing food and other basic needs

Structure of the Class

In one class maximum strength of the students is 24. Twelve students have one teacher and one assistant. Similarly the other 12 students have and another teacher and an assistant. One academic year will be having 10 months. During the first five months term, one of the teachers along with the assistant will be mentoring

the first set of students and other set will have the second teacher and an assistant. In the second term this arrangement will be exchanged.

Textbook

There is no prescribed textbook for children. Children learn through different activities. Those activities are related to all subjects such as language, science, mathematics, social studies, and environmental education.

Learning Aids

In early childhood stage, a child learns through interacting with immediate environment hence environment should be stimulating and should have a variety of materials to arouse and sustain the child's curiosity, interest and promote his learning.

The materials should promote gross and fine motor development and help the child to discover and explore including constructing and reconstructing. It should promote sensory exploration and social interaction along with creative expressions through arts, painting, etc.

Some essential play materials are

- Blocks for constructive play
- Manipulative toys
- Material for imaginative play /Dramatic play – dolls, puppets, masks, kitchen sets, mirrors, old spectacle frames, purses, old shoes, weighting scales, clock etc.
- Material to develop Language skills – books and picture books, storytelling aid, puppets, story cards, collection of rhymes and stories, visual discrimination and

auditory and visual association materials, slates, chalks, crayons, blackboard, drawing paper, etc.

- Material to develop cognitive skills – sound boxes, food items of varying kind to develop sensory skills, number cards, picture jigsaw and self-correcting puzzles for matching, sorting, arranging, classifying, problem solving, memory and sequential thinking to develop cognitive skills and materials in the environment

- Art material for creative expression such as paints, crayons, pencil, paint brushes, cotton, threads, clay, knife, papers, scissors, cloth, gum and fevicol, bead, etc.

- Play equipment to build balancing, jumping, climbing, swinging, swaying, cycling, etc.

- Materials like large or small balls, old tyres, rings, etc. for throwing, catching, kicking, rolling, etc.

- Sand and water play arrangement with sand pit, mugs, spoons, cups, bucket, sieves, strainer, etc.

Uniforms

Uniforms will be prescribed for children. It's in the different colors. But it is not compulsory. Uniform should take on every working day and other programs in the school.

Day celebrations

Various days are celebrated in classrooms. They are fruits day, vegetables day, birds day, animals day, arts day, sportsday, teachers day, mother's day etc.

these day celebrations at pre-school help the children to understand the importance of bonding together, sharing joys and celebrating happiness with togetherness. Festivals enable children to celebrate the joy of being together and their happiness with family and friends.

Color Therapy

Color therapy helps to balance the frequencies of malfunctioning cells bounce back to our natural state of radiant wellbeing. By the end of the 19th century the therapeutic properties of UV light were discovered. And later international scientists proved that each color spectrum affects the human body in a different way. Which gave birth to a science called colour therapy.

Colours Day Celebration

Learning about colours is an important part of the preschool curriculum. Colours day is great fun for all involved and is designed to help the youngest children to identify and differentiate various colours, talk about them and think about how colour enhances and influences their lives. In a month each day is celebrated in different colours day like Violet, Blue, Green, Indigo, Yellow, Orange, and Red. The children came to school dressed in the colour of that day. The teachers too were dressed up in the same colour as their pupils. October22 celebrate the national colours day.

Violet Colour Day

Violet is the highest colour in the visible spectrum. Violet colour is known as one of the cool colours it has a very calming and very helpful for those people who

are facing sleeping difficulties and stress. The colour violet relates to the fantasy world, and a need to escape from the practicalities of life. It is the daydreamer escaping from reality. From a colour psychology perspective, violet promotes harmony of the mind and the emotions, contributing to mental balance and stability, peace of mind, a link between the spiritual and the physical worlds, between thought and activity. Violet supports the practice of meditation. Every march 26 is celebrated violet colour day.

The colour violet inspires unconditional and selfless love, devoid of ego, encouraging sensitivity and compassion. Violet can be sensitive to all the different forms of pollution in the world today, whether it be air pollution, noise pollution, visual pollution or the pollution in our food chain. This sensitivity makes violet susceptible to illness and allergies, vulnerable to its everyday surroundings. Violet is the colour of the humanitarian, using its better judgment to do good for others. Combining wisdom and power with sensitivity and humility, violet can achieve a lot for those less fortunate.

Indigo Colour Day

Indigo is a colour that combines blue and violet. It has a strong association with the New Age and magic rituals, so it's a colour with a lot of spiritual meaning. Indigo is the color of the deep midnight sky. It can have a negative effect when used during a depressed state, because it will deepen the mood. Indigo symbolizes a mystical borderland of wisdom, self-mastery and spiritual realization.

Indigo is a colour that combines blue and violet. It has a strong association with the New Age and magic rituals, so it's a colour with a lot of spiritual meaning. This is a very spiritual colour. It is linked to increased intuition and perception. It suggests fairness and integrity, being an authoritative colour. Indigo has a lot to do with structure and implies a need for organization.

Blue Colour Day

Blue is the colour of the sky and sea. It is often associated with depth and stability. It symbolizes trust, loyalty, wisdom, confidence, intelligence, faith, truth, and heaven. Blue is considered beneficial to the mind and body. It slows human metabolism and produces a calming effect. From a colour psychology perspective, blue is reliable and responsible. This colour exhibits an inner security and confidence. The colour blue is idealistic, enhancing self-expression and our ability to communicate our needs and wants. It inspires higher ideals.

Blue Day was an amazing learning experience which had a long lasting effect on each student. Early identification of colours helped to create the cognitive link between visual clues and words which is an important part of a child's development. The significance of blue colour was reiterated through a series of activities. The dress code of the day was blue. Excitement and enthusiasm was visible everywhere. All the children came dressed up in different shades and hues of blue. The classrooms were decorated with blue balloons and children were introduced to different shades of blue.

Green Colour Day

Green Day was celebrated with great zeal and enthusiasm in the Pre Primary Wing on 29th July, 2016. The Pre-primary students and teachers came to school dressed in pretty green attires and looked eco-friendly. The classrooms were beautifully decorated in green theme and all the green objects from a child's immediate surroundings were brought to the class rooms.

Green colour day and Van-Mahotsav were celebrated together. Children learnt about the colour green that forms the 3rd band of our flag and symbolizes growth, harmony and freshness. Green is the colour of nature. The children planted saplings and watered them and learnt about the importance of keeping the world green.

Pre Nursery and Nursery students were taught the identification and recognition of green fruits, vegetables, leaves and trees. Many activities and games pertaining to green colour were organised for the kids. Children brought green snacks and eatables in their tiffins. The classrooms were beautifully decorated with flash cards, balloons & green objects. A few Nursery students come dressed up as live models of green objects such as raw mango, frog, grapes, capsicum and recited related rhymes.

Yellow Colour Day

A day dedicated to the yellow colour was marked with children dressed in different hues and tints of yellow. Children were not only beautifully dressed in their favourite yellow dresses but also brought yellow objects to make it a complete

"yellow day". Tiffins were filled with bananas, custard, jam, lemons, mangoes, pineapples etc. attractive yellow coloured toys like racing cars, teddy bears, balls, dolls, balloons, flowers, and masks made the learning environment active and sporty.

A garden with paper sunflowers was also set up in the classes. The bulletin boards were reverberated with quotes, appealing posters of minions, tweety, honey bees and sunflowers highlighting the essence of yellow colour. To make the children understand about the significance of yellow color, various colorful activities including drawing,coloring, paper craft etc. were conducted in a lively, vibrant and high spirited environment. The motive of celebrating this yellow color day was to make the children aware of yellow colour, its significance and to develop fine motor skills in the students.

Orange Colour Day

Orange is a dynamic colour and stimulates imagination and creativity. Our little kids were dressed in shades of orange. The children were asked to bring orange coloured objects in the class on that day. The classrooms were beautifully decorated with orange coloured objects, ribbons, and soft toys. They brought many objects like carrot, orange, marigold, orange colored things. The children of 5th or 6th age group showed the objects in the class and told the name of the objects. Students were given a thorough understanding of the colour orange through they learnt different activities, such as how to get this secondary colour by mixing two primary colours red and yellow.

Red Colour Day

A red letter day (sometimes hyphenated as red-letter day or called scarlet day in academia) is any day of special significance or opportunity. Its roots are in classical antiquity; for Instance, important days are indicated in red in a calendar dating from the Roman Republic. 'Red' colour symbolizes enthusiasm, life and vitality. The day started off with the colour red every- where red dress, red rose, red teddy, red car, red apples, red cherries.special assembly was conducted with emphasis on significance of red colour. Some of the students spoke a few sentences on the red object they brought from home. Teachers discussed the theme in circle time and linked it to all subjects.

Home plays for Children

1. **Home plays for three year old children**

a)   Physical development

- Games with parents

  All children are playing with their parents.Parentsare requested to write it in the parent's diary.

- Draw any picture of your choice

b)   Intellectual development

- Understand your personal details with the help of parents.
- Colouringof different shapes, parents are requested to draw them the shapes.

c)   Language Development

- Tell a story to your parents

The language skills of children develop rapidly at this stage. They can concentrate very well on the stories and songs from your side. This time let them make a story for you.

- Recite a song and ask parents to recite with you.

d)   Emotional Development

- Play with toys. Make a conversation with them.

Three year old children are very imaginative and keep talking to their toys or animals to express their feelings. Through these activities they can develop their emotions.

e)   Social Development

- Engage in play with other children Parents give an opportunity to play with their peer groups in their neighbourhood.

Home plays for four year old children

a)   Physical Development

- Plant a tree

- Draw the picture of a tree in your house or in your neighborhood area.

b)   Intellectual Development

- Collect different leaves and paste it on paper (Fruits, Flowers, medicinal)

- Provide 20 sweets in a bowl. Divide the sweets to each family member

F ☐   M ☐   B ☐   S ☐   You ☐   Balance ☐

c)   Language Development

- Have an interaction with their children to know the names and full details about the family and family members.

d)   Emotional Development

- Sharing the school experiences with your parents

e)   Social Development

- Sharing eatables or toys with their parents or siblings

- Parents gave situations to learn to say "thank you" and "sorry" with others. Children learn to say others thank you for help from others. And if any wrong, say to them sorry.

Home plays for five year old children

a)   Physical Development

- Draw a flower and cut that shape by using scissors.

Five year old children can fully control the movements of their wrists to fold paper and use the scissors. So it helps to the physical development of the children.

b)   Intellectual Development

- Write the number of doors in your home

They have acquired the basic concepts and skills of reading, writing and early mathematics. They are able to count from one to fifty.

- Buy a pig bank; save daily one rupee coin in it let count the coin after one month.

c)   Language Development

- Story telling

    They are hearing more stories from teachers and parents. Now children are motivated by parents to narrate a story and the parents are requested to write it on the home diary and your family members reinforcements given to them

d)   Emotional Development

- Share the classroom experiences with your parents

e)   Social Development

- keep clean your room and study table

Merits of the System

- The curriculum gives full freedom for children
- It gives an opportunity for children to self-evaluation
- Different home tasks are given based on different developmental factors.
- Parents are involved in the learning activity.
- Give medical treatments as a part of learning process
- The basic needs of children are satisfied so the children can progress rapidly.

- The curriculum gives a progressive outlook to education.

- The curriculum doesn't impose any discipline externally. It rather helps the learner to live in their own way.

- The curriculum adopting more psychologically oriented methods of childcare. The emphasis on direct experiences, practical activities leaning by doing, inquiry method, heuristic approach, no verbal teaching and play way methods really will prove a land mark in the history of pre-primary education methodology.

Educational Implications

The investigator suggests the following implication in the light of the research findings.

1. Physical infrastructure of the Anganwadi is not satisfactory. Immediate steps have to be taken by the government to improve the physical environment of the present Anganwadi centers.

2. All Anganwadi workers want to be free from their work loads. If the work load is reduced they can concentrate more on pre-school activities. So prompt action have to be taken by the administrators.

3. The curriculum has shifted from a teacher centered curriculum to an experience centered curriculum which is the need of modern life and society

4. The curriculum provides definite and explicit aims of pre-primary education the needs interests and the ability of the learner were taken into consideration in educative process.

5. The color therapy is a practically incorporated method of teaching

6. This curriculum gave a lively out look to education. It emphasizes the role of parents in keeping the enthusiasms of students.

7. Curriculum emphasizes action, play, therappy and choice in activities instead of usual emphasis on predetermined activities

8. The curriculum incorporates all the merits of present pre-primary educational system.

9. Prepares the learner to shoulder the responsibilities of adult life. It prepares them to accept the values of contentment

10. It is the responsibilities of a teacher to counsel guide the children to reach at the point of realization of his inner self through his free choice activities.

11. This may be the first pre-primary education curriculum which incorporates different psychological therapies for the harmonious development of personalities as the goal of education.

12. The curriculum was the first to lay stress on inculcating the religious values of better personality without any religious discrimination.

13. The need of sense training and the importance of sense modalities in the learning process have been recognized in this curriculum.

14. This curriculum categorically declared that the need for learning is both social and individual. It is against the arguments to give importance to any one of them.

15.   This curriculum considers the technologies aspects cannot be neglected in the developmental progress of a child especially in this modern era. So the children are given much exposure on advanced technological gadgets.

16.   The curriculum organized relationship between individual and society which is the undercurrent of democratic movement in education.

Suggestion for Further Research

The present study brings light to a number of new areas to be covered by further study to get a more complete picture of the area under investigation. Some studies are suggested below.

1.   An elaborated study can be conducted on the same topic by taking enough time.

2.   A similar study can be replicated on the other school curriculums

3.   The curriculum framework of pre-primary education consists of more criteria but the investigator selected only ten. The same study can be replicated on using other criteria

4.   A comparative study of different pre-primary curriculums can be conducted.

5.   The appraisals of curriculum were made by using three pre-primary education systems in Kerala. That can be extended to other states.

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APPENDICES

APPENDICES

ACTIVITY CALENDAR FOR FIRST YEAR

JUNE

DATE	DAY	PROGRAMME
1	Thursday	School re-opens after summer vacation –opening circle with parents
2	Friday	Opening circle-games and music with parents and their children
3	Saturday	Holiday
4	Sunday	Holiday
5	Monday	Free talking (Rain)
6	Tuesday	Classification(Fruits), Story telling
7	Wednesday	Reading the picture(Nature), Find the way
8	Thursday	Clean the class room, Talk about home
9	Friday	Action songs , Decorate the classroom
10	Saturday	Holiday
11	Sunday	Holiday
12	Monday	Free talking ((Fruits)
13	Tuesday	Role play , Match the following(fruits and its names)
14	Wednesday	Joining the dots to make a picture(a fruit), Game(theme-rain)
15	Thursday	Cutting shapes of fruits in paper ,Making fruits with clay
16	Friday	**FRUITS DAY CELEBRATION**
17	Saturday	Holiday
18	Sunday	Holiday
19	Monday	Free talking (Vegetables)
20	Tuesday	Action songs , Making collage (Newspaper cutting about vegetables)
21	Wednesday	Talk about home,Cutting shapes of vegetables in paper
22	Thursday	**ARTS DAY CELEBRATION**
23	Friday	Feedback about arts day
24	Saturday	Holiday
25	Sunday	Holiday
26	Monday	Free talking (Birds)
27	Tuesday	Match the following (Birds and its Name)
28	Wednesday	Joining the dots to make an image(A bird)
29	Thursday	Action songs (Bird)
30	Friday	**SPORTS DAY**

JULY

DATE	DAY	PROGRAMME
1	Saturday	Holiday
2	Sunday	Holiday
3	Monday	Free talking (Vegetables)
4	Tuesday	Role play , Match the following(Vegetables and its Names)
5	Wednesday	Joining the dots to make a picture(A vegetable), Game
6	Thursday	Cutting shapes of vegetables in paper,Making vegetables with clay
7	Friday	**VEGETABLES DAY CELEBRATION**
8	Saturday	Holiday
9	Sunday	Holiday
10	Monday	Free talking (About home)
11	Tuesday	Match the following (Types of house), Drama (Theme – kinship)
12	Wednesday	Jigsaw Game (Home)
13	Thursday	Making home with cards, practicing time for the arts day
14	Friday	**ARTS DAY CELEBRATION**
15	Saturday	Holiday
16	Sunday	Holiday
17	Monday	Free talking (Fruits)
18	Tuesday	Role play , match the following(fruits and its names)
19	Wednesday	Joining the dots to make a picture(A fruit), Game(Theme-rain)
20	Thursday	Cutting shapes of fruits in paper ,Making fruits with clay
21	Friday	FRUITS DAY CELEBRATION
22	Saturday	Holiday
23	Sunday	Holiday
24	Monday	Role play , Talk about body parts
25	Tuesday	Action songs, Classification(Birds)
26	Wednesday	Find the way, Reading the picture(Nature)
27	Thursday	Match the following(Body parts), Draw any part of the body
28	Friday	**SPORTS DAY**
29	Saturday	Holiday
30	Sunday	Holiday
31	Monday	Free talking (birds)

AUGUST

DATE	DAY	PROGRAMME
1	Tuesday	Action Songs, Storytelling (Birds), Clean The Class
2	Wednesday	Match The Following (Birds), Join The Dots (A Bird)
3	Thursday	Cutting Pictures (Birds) , Decorate The Class
4	Friday	**BIRDS DAY CELEBRATION**
5	Saturday	Holiday
6	Sunday	Holiday
7	Monday	Free Talking About Animals
8	Tuesday	Role play (Animals), Match the following(animals and its name)
9	Wednesday	Joining the dots to make a picture(an animal), Game
10	Thursday	Cutting picture of animals, Action songs
11	Friday	Use of technological gadgets
12	Saturday	Holiday
13	Sunday	Holiday
14	Monday	Free talking (Forest)
15	Tuesday	**INDEPENDENCE DAY**
16	Wednesday	Classification (Animals), Drawing (Free choice)
17	Thursday	Clean the class and Decorate.
18	Friday	**ANIMALS DAY CELEBRATION**
19	Saturday	Holiday
20	Sunday	Holiday
21	Monday	Free talking (different games), free choice activity
22	Tuesday	Joining the dots to make a picture(a tree), game
23	Wednesday	Cutting picture of trees, action songs
24	Thursday	Reading the picture (village), find the way
25	Friday	**SPORTS DAY**
26	Saturday	Holiday
27	Sunday	Holiday
28	Monday	AyyankaliJayanthi- Holiday
29	Tuesday	Decorating the class for Onam celebration , Onam games
30	Wednesday	Onam songs, dance , etc
31	Thursday	ONAM CELEBRATION- Sadya , Pookalam

SEPTEMBER

DATE	DAY	PROGRAMME
1	Friday	Bakrid
2	Saturday	Holiday
3	Sunday	First onam- holiday
4	Monday	Thiruvonam –holiday
5	Tuesday	**Teacher's Day CELEBRATION- MAKING GREETING CARDS FOR TEACHERS**
6	Wednesday	SreeNarayana Guru Jayanthi–Holiday
7	Thursday	Free talking about previous day experience in home
8	Friday	Game with toys
9	Saturday	Holiday
10	Sunday	Holiday
11	Monday	Action songs and storytelling. Play
12	Tuesday	Sree Krishna Jayanthi – Holiday
13	Wednesday	Acting the story(any in studied material)
14	Thursday	Joining the dots to make a picture(a flower), game
15	Friday	**ARTS DAY CELEBRATION**
16	Saturday	Holiday
17	Sunday	Holiday
18	Monday	Match The Following (flowers and its name)
19	Tuesday	Action songs, Role play (flowers)
20	Wednesday	**FLOWERS DAY CELEBRATION**
21	Thursday	SreeNarayana guru Samadhi – Holiday
22	Friday	Talk about previous day experience in home and school
23	Saturday	Holiday
24	Sunday	Holiday
25	Monday	Mummy and me programme-competition- Malayalimanka
26	Tuesday	Action song , memory test
27	Wednesday	Big and small
28	Thursday	**SPORTS DAY**
29	Friday	Mahanavami - Holiday
30	Saturday	Vijayadashami, muharam - Holiday

OCTOBER

DATE	DAY	PROGRAMME
1	Sunday	Holiday
2	Monday	Gandhi Jayanthi – Holiday
3	Tuesday	More and Less
4	Wednesday	Role play , match the following(fruits and its names)
5	Thursday	Joining the dots to make a picture(a fruit), game(theme rain)
6	Friday	**FRUITS DAY CELEBRATION**
7	Saturday	Holiday
8	Sunday	Holiday
9	Monday	Free talking, free play
10	Tuesday	Clean the class, Create shapes by using matchsticks
11	Wednesday	Clean the courtyard and Plantation of new plants
12	Thursday	Decorate the class, practicing time for arts day
13	Friday	**ARTS DAY CELEBRATION**
14	Saturday	Holiday
15	Sunday	Holiday
16	Monday	Free talk about mother,
17	Tuesday	Make a train having three bogies. By using match sticks. Length and breadth of students choice
18	Wednesday	Do the same as above and paste it on a paper. Then colour it.
19	Thursday	Making cards for mother's
20	Friday	**MOTHER'S DAY CELEBRATION- with parents**
21	Saturday	Holiday
22	Sunday	Holiday
23	Monday	**COLOURS DAY**
24	Tuesday	Field trip with parents
25	Wednesday	Memory test
26	Thursday	Identifying the difference between two pictures
27	Friday	**SPORTS DAY**
28	Saturday	Holiday
29	Sunday	Holiday
30	Monday	Classification (animals), drawing (free choice)
31	Tuesday	Storytelling and action songs

NOVEMBER

DATE	DAY	PROGRAMME
1	Wednesday	Free talk about an animal, free play
2	Thursday	Clean the class and Decorate.
3	Friday	**ANIMALS DAY**
4	Saturday	Holiday
5	Sunday	Holiday
6	Monday	Free talk about color concept, Fill in the blanks
7	Tuesday	Coloring the picture
8	Wednesday	Match the following (color and its name)
9	Thursday	Cutting the cards of different colors, decorate the class
10	Friday	**COLORS DAY**
11	Saturday	Holiday
12	Sunday	Holiday
13	Monday	Use of technological gadgets
14	Tuesday	Acting the story(any in studied material)
15	Wednesday	Joining the dots to make a picture(a flower), game
16	Thursday	Clean the class and Decorate.
17	Friday	**ARTS DAY**
18	Saturday	Holiday
19	Sunday	Holiday
20	Monday	Action songs, story telling
21	Tuesday	Field trip with parents
22	Wednesday	Memory test
23	Thursday	Identifying the difference between two pictures
24	Friday	**SPORTS DAY**
25	Saturday	Holiday
26	Sunday	Holiday
27	Monday	choose the correct answer
28	Tuesday	Joining the dots to make a picture(a tree), Game
29	Wednesday	Cutting picture of trees, Action songs
30	Thursday	Reading the picture (village), Find the way

DECEMBER

DATE	DAY	PROGRAMME
1	Friday	Storytelling, memory test
2	Saturday	Milad-I-Sharif-Holiday
3	Sunday	Holiday
4	Monday	Free talk about your village, home etc
5	Tuesday	Introduce the concept of a village
6	Wednesday	Identify the difference between two picture(village & town)
7	Thursday	Drawing the picture of village, action songs
8	Friday	Story making(based on village)
9	Saturday	Holiday
10	Sunday	Holiday
11	Monday	Match the following
12	Tuesday	Acting the story(any in studied material)
13	Wednesday	Joining the dots to make a picture(a flower), game
14	Thursday	Clean the class and Decorate.
15	Friday	**ARTS DAY**
16	Saturday	Holiday
17	Sunday	Holiday
18	Monday	Making greeting cards
19	Tuesday	Carnivorous, Herbivorous, Omnivorous
20	Wednesday	Decoration of the classroom
21	Thursday	Making stars with paper
22	Friday	**X'MAS CELEBRATION**
23	Saturday	Holiday
24	Sunday	Holiday
25	Monday	Action songs, story telling
26	Tuesday	Field trip with parents
27	Wednesday	Memory test
28	Thursday	Making greeting cards for friends & teachers
29	Friday	**SPORTS DAY**
30	Saturday	Holiday
31	Sunday	Holiday

JANUARY

DATE	DAY	PROGRAMME
1	Monday	**NEW YEAR CELEBRATION**
2	Tuesday	Classification(food items),
3	Wednesday	Role play(importance of food)
4	Thursday	Action(cooking and serving)
5	Friday	Collection of pictures (different food items)
6	Saturday	Holiday
7	Sunday	Holiday
8	Monday	Cleaning the surroundings
9	Tuesday	Plantation
10	Wednesday	Making waste basket with cardboard or any
11	Thursday	Acting (Doctor and patient)
12	Friday	Drawing and painting (hospital , ambulance, etc)
13	Saturday	Holiday
14	Sunday	Holiday
15	Monday	Normal water and Hot water-put sugar,salt, ice cubes which dissolves fast
16	Tuesday	Field trip
17	Wednesday	Memory test
18	Thursday	Identifying the difference (hospital pictures)
19	Friday	**ARTS DAY CELEBRATION**
20	Saturday	Holiday
21	Sunday	Holiday
22	Monday	Action songs, story telling
23	Tuesday	Vegetables :Leafy, Rooty and Fruity
24	Wednesday	Memory test
25	Thursday	**SPORTS DAY**
26	Friday	REPUBLIC DAY – HOLIDAY
27	Saturday	Holiday
28	Sunday	Holiday
29	Monday	Identify the types of vegetables using different colours
30	Tuesday	Joining the dots to make a picture(a tree), Game
31	Wednesday	Cutting picture of trees, Action songs

FEBRUARY

DATE	DAY	PROGRAMME
1	Thursday	Drawing (vegetables) , coloring the picture
2	Friday	**VEGETABLES DAY**
3	Saturday	Holiday
4	Sunday	Holiday
5	Monday	Fruit bearing and flower bearing plants
6	Tuesday	Collecting the leaves of both types of fruits
7	Wednesday	Joining the dots to make a picture(a flower), game
8	Thursday	Clean the class and Decorate.
9	Friday	**ARTS DAY CELEBRATION**
10	Saturday	Holiday
11	Sunday	Holiday
12	Monday	Nest making and non-nest making animals
13	Tuesday	Action songs, conversation with friends ,(any topic)
14	Wednesday	MAHA SHIVARATHRI – HOLIDAY
15	Thursday	Drawing and coloring fruits
16	Friday	**FRUITS DAY**
17	Saturday	Holiday
18	Sunday	Holiday
19	Monday	Make a small nest by using stick, bush, leaf.
20	Tuesday	Acting the story(any in studied material)
21	Wednesday	Joining the dots to make a picture(), game
22	Thursday	Clean the class and Decorate.
23	Friday	**SPORTS DAY**
24	Saturday	Holiday
25	Sunday	Holiday
26	Monday	Use of technological gadgets
27	Tuesday	Field trip
28	Wednesday	Observe the nest of different birds

MARCH

DATE	DAY	PROGRAMME
1	Thursday	Cutting paper (shapes of letters)
2	Friday	Games
3	Saturday	Holiday
4	Sunday	Holiday
5	Monday	Free talk about birds, making sounds of birds
6	Tuesday	**BIRDS DAY**
7	Wednesday	Match the following (birds image)
8	Thursday	Drawing and coloring the picture(fruit)
9	Friday	**FRUITS DAY**
10	Saturday	Holiday
11	Sunday	Holiday
12	Monday	Action songs, story telling
13	Tuesday	Field trip
14	Wednesday	Memory test
15	Thursday	Identifying the difference (hospital pictures)
16	Friday	**SPORTS DAY**
17	Saturday	Holiday
18	Sunday	Holiday
19	Monday	Coloring the paper and cutting in different shapes
20	Tuesday	**COLORS DAY**
21	Wednesday	Making shapes with clay
22	Thursday	Practice for arts day
23	Friday	**ARTS DAY**
24	Saturday	Holiday
25	Sunday	Holiday
26	Monday	Free play, clean the class room
27	Tuesday	Decorating the classroom and surroundings
28	Wednesday	**CLOSING CEREMONY**
29	Thursday	MAUNDY THURSDAY
30	Friday	GOOD FRIDAY
31	Saturday	Holiday

ACTIVITY CALENDAR FOR SECOND YEAR

JUNE

DATE	DAY	PROGRAMME
1	Thursday	School re-opens after summer vacation –opening circle
2	Friday	Activity with parents
3	Saturday	Holiday
4	Sunday	Holiday
5	Monday	Say a story on looking the pictures.
6	Tuesday	Make a paper boat. Unfold the paper. See the shapes and colors it. Cut it and paste it on a paper.
7	Wednesday	Action songs
8	Thursday	Parts of a plant
9	Friday	Picnic to nearest children's park with parents
10	Saturday	Holiday
11	Sunday	Holiday
12	Monday	True or false
13	Tuesday	Role play
14	Wednesday	Game –musical chair
15	Thursday	Making flowers with paper
16	Friday	Making things with clay
17	Saturday	Holiday
18	Sunday	Holiday
19	Monday	Big and small
20	Tuesday	Action songs
21	Wednesday	Fill in the blanks
22	Thursday	Learning the names of body parts
23	Friday	Story telling
24	Saturday	Holiday
25	Sunday	Holiday
26	Monday	More and less
27	Tuesday	story telling
28	Wednesday	Action songs
29	Thursday	jigsaw puzzle(game)
30	Friday	find the way

JULY

DATE	DAY	PROGRAMME
1	Saturday	Holiday
2	Sunday	Holiday
3	Monday	Buy a 'pigbank', save daily one rupee coin in it.
4	Tuesday	Van mahotsav
5	Wednesday	Paper folding activity
6	Thursday	Palm printing activity
7	Friday	Share home experience
8	Saturday	Holiday
9	Sunday	Holiday
10	Monday	Free play with toys
11	Tuesday	Leaf printing activity
12	Wednesday	Action songs
13	Thursday	Say a story after seeing the pictures
14	Friday	Playing with letters
15	Saturday	Holiday
16	Sunday	Holiday
17	Monday	Use of technological gadgets
18	Tuesday	Share home experience
19	Wednesday	Palm printing activity
20	Thursday	match the following(two same pictures)
21	Friday	Coloring the geometrical shapes
22	Saturday	Holiday
23	Sunday	Holiday
24	Monday	Play hide and seek
25	Tuesday	Talk about class
26	Wednesday	Fancy dress competition
27	Thursday	Draw with chalk on black board
28	Friday	Joining the dots to make a picture
29	Saturday	Holiday
30	Sunday	Holiday
31	Monday	Talk with friends

AUGUST

DATE	DAY	PROGRAMME
1	Tuesday	Action songs
2	Wednesday	Learning the numbers with flowers (1-10)
3	Thursday	Expressing the feelings in class room
4	Friday	Sharing the classroom experience
5	Saturday	Holiday
6	Sunday	Holiday
7	Monday	Provide 24 sweets in a bowl. Provide the sweets to all your friends
8	Tuesday	Action songs
9	Wednesday	Interaction with friends
10	Thursday	Story telling
11	Friday	Picnic to the beach
12	Saturday	Holiday
13	Sunday	Holiday
14	Monday	Making garden in school with parents
15	Tuesday	Independence day
16	Wednesday	Free choice activity
17	Thursday	Drawing
18	Friday	Sports day celebration
19	Saturday	Holiday
20	Sunday	Holiday
21	Monday	Count and write: How many glass of water can fill up your water bottle
22	Tuesday	Fill in the blanks
23	Wednesday	Palm printing activity
24	Thursday	match the following(two same pictures)
25	Friday	Coloring the geometrical shapes
26	Saturday	Holiday
27	Sunday	Holiday
28	Monday	AyyankaliJayanthi- Holiday
29	Tuesday	Free play with toys
30	Wednesday	Sharing of expectations about onam celebration
31	**Thursday**	**Onam celebration**

SEPTEMBER

DATE	DAY	PROGRAMME
1	Friday	Bakrid
2	Saturday	Holiday
3	Sunday	First onam- holiday
4	Monday	Thiruvonam –holiday
5	**Tuesday**	**TEACHER'S DAY CELEBRATION**
6	Wednesday	SreeNarayana Guru Jayanthi -Holiday
7	Thursday	Palm printing activity
8	Friday	match the following(two same pictures)
9	Saturday	Holiday
10	Sunday	Holiday
11	**Monday**	**VEGETABLES DAY CELEBRATION**
12	Tuesday	Sree Krishna Jayanthi – Holiday
13	Wednesday	Free play with toys
14	Thursday	Sharing of expectations about colors day
15	Friday	Color day celebration
16	Saturday	Holiday
17	Sunday	Holiday
18	Monday	Palm printing activity
19	Tuesday	match the following(two same pictures- birds)
20	**Wednesday**	**BIRDS DAY CELEBRATION**
21	Thursday	SreeNarayana guru Samadhi – Holiday
22	Friday	Make a rectangle with the width of 2cm and length4 cm
23	Saturday	Holiday
24	Sunday	Holiday
25	Monday	Fill in the box: Numbers
26	Tuesday	Paper folding activity
27	Wednesday	Palm printing activity
28	Thursday	Answer the question :two clues are given
29	Friday	Mahanavami - Holiday
30	Saturday	Vijayadashami, muharam - Holiday

OCTOBER

DATE	DAY	PROGRAMME
1	Sunday	Holiday
2	Monday	Gandhi Jayanthi – Holiday
3	**Tuesday**	**FRUITS DAY**
4	Wednesday	Feed back about fruits day, free play
5	Thursday	Action songs
6	Friday	Potato cutting and coloring
7	Saturday	Holiday
8	Sunday	Holiday
9	Monday	Play hide and seek
10	Tuesday	Role play
11	Wednesday	Fancy dress competition
12	Thursday	Draw with chalk on black board
13	Friday	Joining the dots to make a picture
14	Saturday	Holiday
15	Sunday	Holiday
16	Monday	Interaction with friends
17	Tuesday	Story telling
18	Wednesday	Sharing of expectations
19	Thursday	Picnic to the nearest park
20	Friday	**MOTHER'S DAY CELEBRATION- mummy and me programme**
21	Saturday	Holiday
22	Sunday	Holiday
23	Monday	**COLOURS DAY**
24	Tuesday	Use of technological gadgets
25	Wednesday	Palm printing activity
26	Thursday	Match the following(two same pictures)
27	Friday	Coloring the geometrical shapes
28	Saturday	Holiday
29	Sunday	Holiday
30	Monday	Play hide and seek
31	Tuesday	True and false

NOVEMBER

DATE	DAY	PROGRAMME
1	Wednesday	Palm printing activity
2	Thursday	Match the following(two same pictures)
3	Friday	Coloring the geometrical shapes
4	Saturday	Holiday
5	Sunday	Holiday
6	Monday	Role play
7	Tuesday	Leaf printing activity
8	Wednesday	Action songs
9	Thursday	Reading the picture
10	Friday	Playing with letters
11	Saturday	Holiday
12	Sunday	Holiday
13	Monday	Watching a movie
14	Tuesday	Poem recitation : Kite
15	Wednesday	Palm printing activity
16	Thursday	match the following(two same pictures)
17	Friday	Coloring the geometrical shapes
18	Saturday	Holiday
19	Sunday	Holiday
20	Monday	Play hide and seek
21	Tuesday	Talk about class
22	Wednesday	Fancy dress competition
23	Thursday	Black board drawing
24	Friday	Joining the dots to make a picture
25	Saturday	Holiday
26	Sunday	Holiday
27	Monday	**FLOWERS DAY CELEBRATION**
28	Tuesday	Round the pictures of domestic animals
29	Wednesday	Learning numbers 10 to 15 with pearls
30	Thursday	Action songs

DECEMBER

DATE	DAY	PROGRAMME
1	Friday	Coloring the geometrical shapes
2	Saturday	Milad-I-Sharif-Holiday
3	Sunday	Holiday
4	Monday	Milad-I-sharif celebration
5	Tuesday	Story telling from the life of prophet Mohammed
6	Wednesday	Action songs
7	Thursday	Palm printing activity
8	Friday	Joining the dots to make a picture
9	Saturday	Holiday
10	Sunday	Holiday
11	Monday	Reading the sentences
12	Tuesday	Leaf printing activity
13	Wednesday	Action songs
14	Thursday	Reading the picture
15	Friday	Playing with letters
16	Saturday	Holiday
17	Sunday	Holiday
18	Monday	Making greeting cards
19	Tuesday	Cleaning the class
20	Wednesday	Sharing of expectations on Christmas
21	Thursday	Making stars with paper
22	Friday	X'MAS CELEBRATION
23	Saturday	Holiday
24	Sunday	Holiday
25	Monday	Round the pictures of domestic animals
26	Tuesday	Answer the question after hearing a story
27	Wednesday	Palm printing activity
28	Thursday	match the following(two same pictures)
29	Friday	Coloring the geometrical shapes
30	Saturday	Holiday
31	Sunday	Holiday

JANUARY

DATE	DAY	PROGRAMME
1	Monday	Play hide and seek
2	Tuesday	Talk about class
3	Wednesday	Fancy dress competition
4	Thursday	Joining the dots to make a picture
5	Friday	Draw with chalk on black board
6	Saturday	Holiday
7	Sunday	Holiday
8	Monday	Series of pictures are given-Give them a story on that – Color the pictures
9	Tuesday	Leaf printing activity
10	Wednesday	Action songs
11	Thursday	Reading the picture
12	Friday	Playing with letters
13	Saturday	Holiday
14	Sunday	Holiday
15	Monday	Reading the sentences
16	Tuesday	Number of balloons
17	Wednesday	Palm printing activity
18	Thursday	match the following(two same pictures)
19	Friday	Coloring the geometrical shapes
20	Saturday	Holiday
21	Sunday	Holiday
22	Monday	Play hide and seek
23	Tuesday	Read and write
24	Wednesday	Story telling
25	Thursday	Poem recitation – Elephant
26	Friday	REPUBLIC DAY - HOLIDAY
27	Saturday	Holiday
28	Sunday	Holiday
29	Monday	Big and small
30	Tuesday	Learning the numbers 16 to 20 with flowers
31	Wednesday	Look the picture : sya what do you want to say

FEBRUARY

DATE	DAY	PROGRAMME
1	Thursday	Make a growth bag-seeds
2	Friday	Rectangle, Circle, Triangle and Square
3	Saturday	Holiday
4	Sunday	Holiday
5	Monday	Free play
6	Tuesday	Observe the class room and identify shapes
7	Wednesday	Palm printing activity
8	Thursday	Match the following(two same pictures)
9	Friday	Coloring the geometrical shapes
10	Saturday	Holiday
11	Sunday	Holiday
12	Monday	Expectations about animals day
13	Tuesday	**ANIMALS DAY CELEBRATION**
14	Wednesday	MAHA SHIVARATHRI – HOLIDAY
15	Thursday	Expectations about birds day
16	Friday	**BIRDS DAY CELEBRATION**
17	Saturday	Holiday
18	Sunday	Holiday
19	Monday	Cut the shapes from a chart paper
20	Tuesday	Leaf printing activity
21	Wednesday	Use of technological gadgets
22	Thursday	Reading the picture
23	Friday	Letters play
24	Saturday	Holiday
25	Sunday	Holiday
26	Monday	Identify the quantity of water
27	Tuesday	Fill in the blanks
28	Wednesday	Coloring the geometrical shapes

MARCH

DATE	DAY	PROGRAMME
1	Thursday	Action songs
2	Friday	Draw the stars matching with the number given in the box
3	Saturday	Holiday
4	Sunday	Holiday
5	Monday	Free play with toys
6	Tuesday	Circle the correct quantity
7	Wednesday	Story telling
8	Thursday	Reading the picture
9	Friday	Learning alphabets with colorful letters
10	Saturday	Holiday
11	Sunday	Holiday
12	Monday	Free play with toys
13	Tuesday	Write the total number of frogs in each set
14	Wednesday	Action songs
15	Thursday	Reading the picture
16	Friday	Letters play
17	Saturday	Holiday
18	Sunday	Holiday
19	Monday	How many apples are there in the tree
20	Tuesday	Share home experience
21	Wednesday	Number of balloons
22	Thursday	match the following(two same pictures)
23	Friday	Coloring the geometrical shapes
24	Saturday	Holiday
25	Sunday	Holiday
26	Monday	Free play
27	Tuesday	Learning numbers 1 to 10 with pearls
28	Wednesday	Learning alphabets
29	Thursday	MAUNDY THURSDAY
30	Friday	GOOD FRIDAY
31	Saturday	Holiday

ACTIVITY CALENDAR FOR THIRD YEAR

JUNE

DATE	DAY	PROGRAMME
1	Thursday	School re-opens after summer vacation –opening circle
2	Friday	Activity with parents
3	Saturday	Holiday
4	Sunday	Holiday
5	Monday	free choice activity
6	Tuesday	story telling
7	Wednesday	Action songs
8	Thursday	Talk about home
9	Friday	Action songs
10	Saturday	Holiday
11	Sunday	Holiday
12	Monday	Poem recitation:Rain
13	Tuesday	Role play
14	Wednesday	Game(theme rain)
15	Thursday	Making flowers with paper
16	Friday	Making things with clay
17	Saturday	Holiday
18	Sunday	Holiday
19	Monday	Count the numbers of leaves in the plant
20	Tuesday	Action songs
21	Wednesday	Green color day celebration
22	Thursday	Understanding parts of the body
23	Friday	Learning numbers 1 – 30
24	Saturday	Holiday
25	Sunday	Holiday
26	Monday	Talk about class
27	Tuesday	Classification (Fruits, vegetables)
28	Wednesday	Mummy and me programme
29	Thursday	Jigsaw puzzle(Game)
30	Friday	Find the way

JULY

DATE	DAY	PROGRAMME
1	Saturday	Holiday
2	Sunday	Holiday
3	Monday	Count the balls
4	Tuesday	Van-mahotsav
5	Wednesday	Paper folding activity
6	Thursday	Palm printing activity
7	Friday	Talk about home
8	Saturday	Holiday
9	Sunday	Holiday
10	Monday	Talk about school
11	Tuesday	Leaf printing activity
12	Wednesday	Action songs
13	Thursday	Reading the picture
14	Friday	Sports day
15	Saturday	Holiday
16	Sunday	Holiday
17	Monday	Talk about home
18	Tuesday	Violet color day celebration
19	Wednesday	Kite making activity
20	Thursday	match the following
21	Friday	Fruits day
22	Saturday	Holiday
23	Sunday	Holiday
24	Monday	**FLOWERS DAY**
25	Tuesday	Talk about class
26	Wednesday	Fancy dress competition
27	Thursday	**VEGETABLE DAY**
28	Friday	Joining the dots to make a picture
29	Saturday	Holiday
30	Sunday	Holiday
31	Monday	Use of technological gadgets

AUGUST

DATE	DAY	PROGRAMME
1	Tuesday	Making collage related to a theme
2	Wednesday	Decorate class room
3	Thursday	Making flowers with paper
4	Friday	**FLOWERS DAY**
5	Saturday	Holiday
6	Sunday	Holiday
7	Monday	Join the numbers in the right order and identify the pictures.
8	Tuesday	Expressing the feelings
9	Wednesday	Role play
10	Thursday	Making vegetables with paper
11	Friday	**VEGETABLE DAY**
12	Saturday	Holiday
13	Sunday	Holiday
14	Monday	Decorate the classroom
15	Tuesday	Independence day
16	Wednesday	Orange color day celebration
17	Thursday	Drawing and painting
18	Friday	**SPORTS DAY**
19	Saturday	Holiday
20	Sunday	Holiday
21	Monday	Count the carrot
22	Tuesday	Action songs
23	Wednesday	Use of technological gadgets
24	Thursday	Understanding parts of the body
25	Friday	Learning numbers 1 - 30
26	Saturday	Holiday
27	Sunday	Holiday
28	Monday	AyyankaliJayanthi- Holiday
29	Tuesday	**FRUITS DAY**
30	Wednesday	Drawing and cutting the pictures drawn by him
31	Thursday	Onam celebration

SEPTEMBER

DATE	DAY	PROGRAMME
1	Friday	Bakrid
2	Saturday	Holiday
3	Sunday	First onam- holiday
4	Monday	Thiruvonam –holiday
5	Tuesday	Teacher's Day
6	Wednesday	SreeNarayana Guru Jayanthi -Holiday
7	Thursday	Action songs
8	Friday	Story telling
9	Saturday	Holiday
10	Sunday	Holiday
11	Monday	Find the way, sharing home experience
12	Tuesday	Sree Krishna Jayanthi – Holiday
13	Wednesday	Making flowers with paper
14	Thursday	Drawing and cutting the pictures drown by him
15	Friday	**FLOWERS DAY**
16	Saturday	Holiday
17	Sunday	Holiday
18	Monday	Match the following
19	Tuesday	Jigsaw puzzle
20	Wednesday	**FRUITS DAY**
21	Thursday	SreeNarayana guru Samadhi – Holiday
22	Friday	Sharing school experience
23	Saturday	Holiday
24	Sunday	Holiday
25	Monday	Counting the numbers
26	Tuesday	Classification
27	Wednesday	Find the way
28	Thursday	**VEGETABLE DAY**
29	Friday	Mahanavami - Holiday
30	Saturday	Vijayadashami, muharam - Holiday

OCTOBER

DATE	DAY	PROGRAMME
1	Sunday	Holiday
2	Monday	Gandhi Jayanthi – Holiday
3	Tuesday	**FRUITS DAY**
4	Wednesday	Drawing different fruits
5	Thursday	Action songs
6	Friday	Story telling
7	Saturday	Holiday
8	Sunday	Holiday
9	Monday	Count the ants. Add the numbers
10	Tuesday	Action songs
11	Wednesday	Count the cats. Add the cats
12	Thursday	Understanding parts of the body
13	Friday	Learning numbers 30 - 40
14	Saturday	Holiday
15	Sunday	Holiday
16	Monday	Find the way, sharing home experience
17	Tuesday	Expressing the feelings
18	Wednesday	Action songs
19	Thursday	Story telling
20	Friday	**MOTHER'S DAY CELEBRATION**
21	Saturday	Holiday
22	Sunday	Holiday
23	Monday	**COLOURS DAY**
24	Tuesday	Making flowers with paper
25	Wednesday	Interaction with friends
26	Thursday	Role play
27	Friday	**VEGETABLE DAY**
28	Saturday	Holiday
29	Sunday	Holiday
30	Monday	Action songs
31	Tuesday	Story telling

NOVEMBER

DATE	DAY	PROGRAMME
1	Wednesday	Find the way
2	Thursday	Making flowers with paper
3	Friday	**FLOWERS DAY**
4	Saturday	Holiday
5	Sunday	Holiday
6	Monday	Find the way, sharing home experience
7	Tuesday	Understanding parts of the body
8	Wednesday	Learning numbers 1 - 30
9	Thursday	Use of technological gadgets
10	Friday	**FRUITS DAY**
11	Saturday	Holiday
12	Sunday	Holiday
13	Monday	Action songs
14	Tuesday	Story telling
15	Wednesday	Conversation
16	Thursday	Sharing classroom experience
17	Friday	**VEGETABLE DAY**
18	Saturday	Holiday
19	Sunday	Holiday
20	Monday	Role play
21	Tuesday	Use of technological gadgets
22	Wednesday	Talk about home
23	Thursday	Understanding parts of the body
24	Friday	Learning numbers 1 - 30
25	Saturday	Holiday
26	Sunday	Holiday
27	Monday	Interaction with friends
28	Tuesday	Sharing home experience
29	Wednesday	Match the following
30	Thursday	Jigsaw puzzle

DECEMBER

DATE	DAY	PROGRAMME
1	Friday	**SPORTS DAY**
2	Saturday	Milad-I-Sharif-Holiday
3	Sunday	Holiday
4	Monday	Fill in the blanks
5	Tuesday	Introduce the concept village
6	Wednesday	Identify the difference between two picture
7	Thursday	Making flowers with paper
8	Friday	**ANIMALS DAY**
9	Saturday	Holiday
10	Sunday	Holiday
11	Monday	Find the way, sharing home experience
12	Tuesday	Understanding parts of the body
13	Wednesday	Learning numbers 1 - 30
14	Thursday	Expressing the feelings
15	Friday	Fruits day
16	Saturday	Holiday
17	Sunday	Holiday
18	Monday	Making greeting cards
19	Tuesday	Cleaning the class
20	Wednesday	Decoration of the classroom
21	Thursday	Making stars with paper
22	Friday	**X'MAS CELEBRATION**
23	Saturday	Holiday
24	Sunday	Holiday
25	Monday	Action songs
26	Tuesday	Story telling
27	Wednesday	Interaction with friends
28	Thursday	Sharing class room experience
29	Friday	**VEGETABLE DAY**
30	Saturday	Holiday
31	Sunday	Holiday

JANUARY

DATE	DAY	PROGRAMME
1	Monday	Chose the correct answer
2	Tuesday	Expressing the feeling
3	Wednesday	Joining the dots to make a picture
4	Thursday	Making flowers with paper
5	Friday	**VEGETABLES DAY**
6	Saturday	Holiday
7	Sunday	Holiday
8	Monday	Find the way, sharing home experience
9	Tuesday	Understanding parts of the body
10	Wednesday	Learning numbers 40 - 50
11	Thursday	Identify the difference between two picture
12	Friday	**FRUITS DAY**
13	Saturday	Holiday
14	Sunday	Holiday
15	Monday	free choice activity
16	Tuesday	Action songs
17	Wednesday	Talk about home
18	Thursday	Understanding parts of the body
19	Friday	Learning numbers 1 - 30
20	Saturday	Holiday
21	Sunday	Holiday
22	Monday	Expressing the feelings
23	Tuesday	Action song
24	Wednesday	Role play
25	Thursday	**VEGETABLE DAY**
26	Friday	REPUBLIC DAY – HOLIDAY
27	Saturday	Holiday
28	Sunday	Holiday
29	Monday	Odd one out
30	Tuesday	Match the following
31	Wednesday	Classification

FEBRUARY

DATE	DAY	PROGRAMME
1	Thursday	Role play
2	Friday	Making collage related to a theme
3	Saturday	Holiday
4	Sunday	Holiday
5	Monday	Find the way, sharing home experience
6	Tuesday	Understanding parts of the body
7	Wednesday	Learning numbers 1 – 30
8	Thursday	Find the way
9	Friday	**FLOWERS DAY**
10	Saturday	Holiday
11	Sunday	Holiday
12	Monday	Identify the difference between two picture
13	Tuesday	Expressing the feelings
14	Wednesday	MAHA SHIVARATHRI – HOLIDAY
15	Thursday	Making flowers with paper
16	Friday	**FRUITS DAY**
17	Saturday	Holiday
18	Sunday	Holiday
19	Monday	Use of technological gadgets
20	Tuesday	Story telling
21	Wednesday	Categorization
22	Thursday	Find the way
23	Friday	**VEGETABLE DAY**
24	Saturday	Holiday
25	Sunday	Holiday
26	Monday	Free choice activity
27	Tuesday	Making flowers with paper
28	Wednesday	**SPORTS DAY**

MARCH

DATE	DAY	PROGRAMME
1	Thursday	Drawing and cutting the image
2	Friday	Making shapes with clay and leaves
3	Saturday	Holiday
4	Sunday	Holiday
5	Monday	Find the way, sharing home experience
6	Tuesday	Understanding parts of the body
7	Wednesday	Learning numbers 1 - 30
8	Thursday	Making flowers with paper
9	Friday	**FRUITS DAY**
10	Saturday	Holiday
11	Sunday	Holiday
12	Monday	Action songs
13	Tuesday	Story telling
14	Wednesday	Identify the difference between two picture
15	Thursday	Use of technological gadgets
16	Friday	**FRUITS DAY**
17	Saturday	Holiday
18	Sunday	Holiday
19	Monday	Action songs
20	Tuesday	Story telling
21	Wednesday	Interaction with friends
22	Thursday	Find the way
23	Friday	**VEGETABLE DAY**
24	Saturday	Holiday
25	Sunday	Holiday
26	Monday	Interaction with friends
27	Tuesday	Decorating class room
28	Wednesday	**KIDS FEST**
29	Thursday	MAUNDY THURSDAY
30	Friday	GOOD FRIDAY
31	Saturday	Holiday

DAILY ROUTINE CHART

TIME	PROGRAMS
8.00-8.20	Welcome with prayer
8.20-9.00	Opening circle(sharing of previous day experience in school/home)
9.00-9.30	Language-conversation/story telling
9.30-10.00	(Break) Refreshment
10.00-10.30	Small group learning activity (Maths/Science)
10.30-11.30	Physical Activities
11.30-12.00	Cultural Activities(Music, Art, Geography)
12.00-1.00	Lunch break
1.00-2.00	Resting time
2.00-2.30	Free choice activity
2.30-2.55	Closing circle(feedback about that day)
2.55-3.00	Bye-bye –tidying up, get ready to go home

LIST OF SELECTED PRE-PRIMARY SCHOOLS

1. Kunjiramannair memorial Anganwadi
   Kottamparambu.(p.o)
   Chelavoor

2. HarithamAnganwadi
   Center No: 50
   Kottamparambu (p.o)
   Chelavoor

3. Pre care Kids school & Day care
   Chevarambalam(p.o)
   Calicut

4. Pre-primary school
   G.H.S.S
   Medical college campus

5. Ursuline Nursery School
   Medical college

OBSERVATION SCHEDULE

Sl.No	Items	ANG1	ANG 2	MONT	KG1	KG2
1	Physical development • Exercise / yoga • Sports&games • Clay modeling • fingerplay					
2	Do you use the play ground and equipments for the physical development of the children?					
3	Are you giving continues medical checkups for students?					
4	Are you providing medical treatments for children as a part of their learning process like colour therapy?					
5	Leadership • Promoting listening skill • Opportunities to conversation • Developing self respect and others • Team work					
6	Intellectual development • Recognizing quantity • Recognizing symbols • Recognizing shapes • Recognizing colours					
7	Are you giving importance for affective domain more than affective intellectual development?					

8	Communication • Auditory discrimination • Language development					
9	Emotional development • Community help • Developing feeling of empathy • Feeling and belongingness					
10	Creativity • Problem solving • Musical games • Video games • Rubiks cube					
11	Are you giving different home tasks for children to test their different developmental factors?					
12	Social development • Awareness of family members • Celebration of festivals, birthdays and different cultures					
13	Self concept • Satisfy physiological needs • Developing ambitions					
14	What all are the opportunities that you are providing children for their self evaluation					