

MONTESORI
&
CHILD EDUCATION
By
Stella Rudolf

**The author's work has been suitably
adapted for
CE004 -- BSS Diploma in Montessori
and Child Education (1 year)**

CHAPTER 1 - COMMUNICATIVE ENGLISH AND COMPUTER FUNDAMENTALS

An Introduction

One needs to understand the **communication** is not just verbal (through words) but actions can also help communicate our ideas and thoughts. The sole objective is to deliver a topic and make the audience (children) understand what we are trying to convey to them. There should be clarity and strength in delivery of a topic, whatever be the language used.

While communicating, eye contact with the audience is most important and the content is to be delivered boldly. The eye contact will help you to keep the audience interested in what you are teaching/delivering. Your body language also conveys a lot to the audience, so care should be given to one's body language while communicating.

Listening is another important trait that we should develop. Whoever speaks, be it an elder or a child, it is important to patiently listen to them without interrupting. Allow them the space to clearly communicate whatever they have in their minds. This gives them the boldness to speak. This type of boldness is very important in the Montessori Model of Education. The child should be trained to speak boldly in any language and must be given the opportunity to overcome their stage-fright. This can be done by actively engaging them in such activities that enable them to speak out boldly.

Since English is a common language of communication today, it is better to equip ourselves in this respect. Never hesitate to ask for help if you are finding it difficult to understand. It is important to train ourselves in basic grammar which will enable us to draft your class notes, write letters, draft email messages, prepare notices and schedules but most of all, it will enable every teacher to communicate at different levels, both with management, the fellow teachers, parents and students with confidence.

Remember, your confidence is infectious and encourages others to speak boldly.

1.1 What is Communication?

Communication means sharing or exchanging of information. This is a vital tool that enables us to communicate our ideas, emotions, happiness, etc. to people.

1.2 How does the Communication Process work?

Communication begins with a sender; the person who has an idea and wants to share it; this is then followed with the compilation of the message in a format that the person wants to share, and the recipient receiving the message shared.

1.2.1 What are the types of Communication?

1.2.1.a Verbal Communication:

Verbal communication is the expression of information through words. Verbal communications can either be in the written format or the oral format. Verbal communication takes place through face-to-face conversations, group discussions, counseling, interview, radio, television, calls, memos, letters, reports, notes, email, social media, etc.

1.2.1.b Non-Verbal Communication

Non-verbal communication is communicating without words or language, oral or written communication. It uses gestures, facial expressions, eye contact, physical proximity, touching, sign language, etc. to deliver the information to others.

1.2.2 Pros. & Cons. Of Communication

Pros:

- Theoretically combines all of the benefits of in-person and technology-driven communication into one package
- Best way to build up strong interpersonal connections and relationships

- Difficult to multi-task unless you don't mind being incredibly rude (arguably a con)
- Once the first reply comes through, easy to immediately continue a conversation with minimal lag time
- Can be Short and to the point or extensive to give more clarity of the topic at hand.

Cons:

- Logistically the most complicated due to limitations around getting people to congregate at the same place, at the same time. Unfeasible for operating beyond the local level
- The hitches in technology tend to introduce the factor of unreliability and is sometimes frustrating to implement. Attendees can't log into the conference or get dropped, the plug-ins don't install, presentations don't work, etc.
- Very distracting
- Bad for your posture
- Becomes an environmental hazard if done on the go

1.3 Communication English Exercise:

1.3.1 Phonetics

It is a fundamental branch of linguistics having 3 different types:

1.3.1a Articulatory Phonetics: This branch of phonetics is concerned with the production of speech sounds; how vowels are produced in various parts of the mouth and throat.

1.3.1b Acoustic Phonetics: This is the study of how speech is transmitted when sound moves through the air from the speaker's mouth to the hearer's ear; it does so in the form of sound vibrations in the air. Acoustic phonetics deals with the transmission and physical properties of speech sounds

1.3.1c Auditory Phonetics: This branch of phonetics is concerned with the hearing of speech sounds and with speech perception: it explains how speech sounds are perceived. The actual sound produced, such as a simple vowel or consonant sound is called Phone.

1.4 Organs of Speech

Human beings began use of the organs of speech for the production of speech in the course of their development as Homo sapiens.

The organs of speech, obeying this impulse, produce speech sounds through which a thought is expressed. Those organs of speech which, owing to their mobility, take an active part in the production of speech sounds are called active. The active organs of speech are: the vocal cords, the tongue, the soft palate with the uvula, the lips and the lower jaw. The most movable organ of speech is the tongue. The immovable organs of speech are called passive. They are: the upper jaw, the alveoli, the teeth and the hard palate. The tongue is the main organ of producing speech sounds – consonants and vowels, and speech in general.

1.5 All About the Alphabets

1.5.1 Vowels

In the English language, there are 26 letters. Of these, A, E, I, O and U are called Vowels.

A	-	apple, ant
E	-	egg, eagle
I	-	ink, inch
O	-	original, origin
U	-	union, unit

1.5.2 Consonants:

The 21 letters other than the vowels are called Consonants

B	-	Bar, book, baby
C	-	Cat, cause, comb
D	-	Dance, desk, donkey
F	-	Fox, famous, flight

1.5.3 Spelling:

The process or activity of writing or naming the letters of a word.

1.5.4 Diphthongs:

It is a vowel sound in which the tongue changes position to produce the sound of two vowels. It is a single sound produced, when two vowels are paired together in a sequence.

1.5.5 Word Accent:

Word Accent is an important feature of Spoken English. A word can have one or more than one Syllable.

Ex: Action

1.6 Parts of Speech

In grammar, a part of speech is a linguistic category of words. In English there are eight parts of speech. A list of parts of speech in English grammar include the following:

1.6.1 Verb

A verb is used to show an action or a state of being go, write, exist

1.6.2 Noun

A noun is a word used to refer to people, animals, objects, substances, states, events, ideas and feelings. A noun functions as a subject or object of a verb and can be modified by an adjective.

Ex. John, lion, table, freedom, love ...

1.6.3 Adjective

Adjectives are used to describe or specify a noun or pronoun.

Ex: good, beautiful, nice, my ...

1.6.4 Adverb

An adverb is used to modify a verb, adjective and other adverbs.

Ex: completely, never, there ...

1.6.5 Pronoun

A pronoun is used in the place of a noun or phrase.

Ex: I, you, he, she, it ...

1.6.6 Preposition

Prepositions are used before nouns to form a phrase that shows where, when, how

and why

Ex: in, above, to, for, at ...

1.6.7 Conjunction

Conjunctions join clauses or sentences or words.

Ex: and, but, when ...

1.6.8 Interjection

Interjections are used to show surprise or emotion.

1.7 Communicative Grammar

The ability to communicate effectively in any situation involves the skills of listening and responding appropriately to messages. It also includes the ability to perform language functions effectively, by clearly communicating the time within which the event has or will happen in addition to the size or gender of the group.

1.8 Classification of Noun & their functions

Nouns are classified into types, such as collective, proper, common, abstract, uncountable, countable, compound, plural and concrete nouns like so: A COLLECTIVE NOUN is used when referring to a group of people or things. A PROPER NOUN is the name of a particular place, person or thing.

1.9 Symbols

A **symbol** is a mark, sign, or word that indicates, signifies, or is understood as representing an idea, object, or relationship. Symbols allow people to go beyond

what is known or seen by creating linkages between otherwise very different concepts and experiences. All communication (and data processing) is achieved through the use of symbols. Symbols take the form of words, sounds, gestures, ideas or visual images and are used to convey other ideas and beliefs.

1.10 Verbs

A verb is one of the main parts of a sentence or question in English. In fact, you can't have a sentence or a question without a verb! That's how important these "action" parts of speech are.

The verb signals an action, an occurrence, or a state of being. Whether mental, physical, or mechanical, verbs always express activity.

1.11 Pronouns

A pronoun is defined as a word or phrase that may be substituted for a noun or noun phrase, which once replaced, is known as the pronoun's antecedent. How is this possible? In a nutshell, it's because pronouns can do everything that nouns can do. A pronoun can act as a subject, direct object, indirect object, object of the preposition, and more.

Examples include:

He, She, They, It, We, Who

1.12 Auxiliary Verb:

An auxiliary verb (abbreviated aux) is a verb that adds a functional or grammatical meaning to the clause in which it appears, such as to express tense, aspect, modality, voice, emphasis, etc. Auxiliary verbs usually accompany a main verb. The main verb provides the main semantic content of the clause.[1]

An example: the verb in the sentence, I have finished my dinner.

Here, the main verb is finish, and the auxiliary verb helps to express the perfect aspect. Some sentences contain a chain of two or more auxiliary verbs.

Auxiliary verbs are also called helping verbs, helper verbs, or (verbal) auxiliaries.

Ex: Do you want tea?

"Do" is an auxiliary verb accompanying the main verb "want", used here to form a question.

He has given his all. – has is an auxiliary used in expressing the perfect aspect of give.

1.13 Articles:

An article is a word used to modify a noun, which is a person, place, object, or idea. Technically, an article is an adjective, which is any word that modifies a noun.

There are two different types of articles that we use in writing and conversation to point out or refer to a noun or group of nouns: **definite and indefinite articles**.

1.13.1 Use of Indefinite Articles:

English has three indefinite articles – two for singular nouns and one for plural and uncountable nouns.

For singular nouns, the indefinite articles are “a” and “an.” Now, in other languages, when choosing which indefinite article to use, you may have to think about the gender of the noun, its spelling and the spelling of any adjectives that come before it. In English, you only have to listen to the very next word. If it begins with a vowel sound, use “an,” and if it begins with a consonant sound, use “a.” It’s as simple as that.

Here are a few examples:

- ✓ a man
- ✓ a blue umbrella
- ✓ a swimming pool
- ✓ a university (Because we pronounce it as though it begins with a [y], it begins with a consonant sound.)
- ✓ an apple
- ✓ an elephant
- ✓ an igloo
- ✓ an octopus
- ✓ an umbrella
- ✓ an ugly hat
- ✓ an hour (Because we don’t pronounce the [h], “hour” begins with a vowel sound.)

For plural nouns, the indefinite article is “some.” It can be followed by any adverb, adjective, plural noun or uncountable noun whatsoever (as long as there’s a noun somewhere in the vicinity to complete the noun phrase).

Look at these examples:

- ✓ some men
- ✓ some blue umbrellas
- ✓ some universities
- ✓ some elephants
- ✓ some ugly hats
- ✓ some hair
- ✓ some water
- ✓ some milk
- ✓ some money

1.13.2 Use of Definite Articles:

We have only one definite article, “the.” We use “the” for singular, plural and uncountable nouns when the reader or listener clearly understands the object being talked about because:

1. We’ve introduced it already. “*The man* rubs his head and says, ‘Ouch! Where’d that bar come from?’”
2. There is only one in existence that matters. “We visited *the Sistine Chapel* when we were in Rome.”
3. We describe exactly which one we’re talking about. “Let’s open *the Chardonnay* that Pam and Dale gave us for our anniversary.”

1.14 Tenses:

The links below take you to the lessons for each of the **12 basic English tenses**. In each lesson we look at two aspects of the tense:

- **Structure:** How do we make the tense?
- **Use:** When and why do we use the tense?

Some lessons look at additional matters, and most of them finish with a quiz to check your understanding.

- **Present Simple**
I do, I do do
- **Present Continuous**
I am doing
- **Present Perfect**
I have done
- Present Perfect Continuous
I have been doing
- **Past Simple**
I did, I did do
- **Past Continuous**
I was doing
- Past Perfect
I had done
- Past Perfect Continuous
I had been doing
- Future Simple
I will do
- Future Continuous
I will be doing
- Future Perfect
I will have done
- Future Perfect Continuous
I will have been doing

1.15 Preposition:

A preposition is a word used to link nouns, pronouns, or phrases to other words within a sentence. Prepositions are usually short words, and they are normally placed directly in front of nouns. In some cases, you'll find prepositions in front of gerund verbs.

Examples of Prepositions

In the following sentences, examples of prepositions have been italicized. As you read, consider how using different prepositions or even different types of prepositions in place of the examples might change the relationship between the rest of the words in the sentence.

I prefer to read *in* the library.

He climbed *up* the ladder to get *into* the attic.

1.16 Phrasal Verbs & Adverbs:

A phrasal verb is made up of a verb and an adverbial or a prepositional particle. It is used idiomatically to convey a special meaning completely different from the meaning expressed by the verb or the particle. The same verb followed by different particles conveys different meanings.

Phrasal verbs consist of two or three parts – an ordinary verb and another word or words like in, for or off. They are very common in English.

1.16.1 Verbs Patterns & Structures:

LIST OF PHRASAL VERBS

e.g.

account for	fixed up	get out of
back out	keep in	make up
deal with	ran after	looked after
care about	watching for	work out
got on with	left off	made up
feel out	my mind	join up

keep up with

1.17 Patterns of Sentences:

There are five basic sentence structures in the English language.

Sentence Patterns	Examples
Subject + Verb	The bell rang. He wept.
Subject + Verb + Object	She likes eggs. I met my brother.
Subject + Verb + Adjective	Martin is busy. She was sick.
Subject + Verb + Adverb	The truck came here. He ran fast.
Subject + Verb + Noun	They are teachers. Marilyn was the class president.

1.18 Direct and Indirect speech:

1.18.1 Direct Speech

Consider the following sentence:

Rama said: ' A fine lesson will be taught to the wicked Ravana.'

The given sentence is in direct speech.

Here the exact words of the speaker have been put within quotation marks.

There is a colon after 'said'.

The first word inside the quotation marks starts with a capital letter.

1.18.2 Indirect Speech

Let's consider the indirect speech of the same sentence.

Rama said (that) a fine lesson would be taught to the wicked Ravana.

The quotation marks as well as the colon after said are removed.

The conjunction "that" introduces to us the words (not exact) spoken by the speaker. However, the latest trend is to drop 'that'.

1.19 Degrees of Comparison

Degrees of Comparison are used when we compare one person or one thing with another.

There are **three Degrees of Comparison** in English.

They are:

1. Positive degree.
2. Comparative degree.
3. Superlative degree.

Let us see all of them one by one.

1.19.1 Positive degree:

When we speak about only one person or thing, we use the Positive degree.

Examples:

- This house is big.

In this sentence only one noun "The house" is talked about.

Likewise,

- He is a tall student.
- This flower is beautiful.

- He is an intelligent boy.

Each sentence mentioned above **talks about only one noun**.

1.19.2. Comparative Degree

When we compare two persons or two things with each other, we use both the Positive degree and Comparative degree.

Examples:

a. This house is bigger than that one. (Comparative degree)

This house is not as big as that one. (Positive degree)

The term “bigger” Is comparative v’rsio’ of the term “big”.

Both these sentences convey the same meaning.

1.19.3 Superlative Degree

The superlative degree is used when two or more person or things are compared with one another.

Examples:

- Sarah is the **youngest person** of her family.
- The **most delicious** meals are cooked at this restaurant called “Le délicieux”.

1.20 Simple, Complex & Compound Sentences

1.20.1 A SIMPLE SENTENCE has the most basic elements that make it a sentence: a subject, a verb, and a completed thought.

SIMPLE SENTENCE	COMPOUND SENTENCE	COMPLEX SENTENCE
1. Contains a subject and a predicate	1. Contains 2 or more independent clauses.	1. Contains an independent clause and a dependent clause
2. Expresses a complete thought	2. Clauses are joined using a coordinating conjunction	2. Dependent clause begins with a subordinating conjunction.
Examples:	Examples:	Examples:
The children went to the circus.	The children went to the circus, but they did not go to the park.	Because the children went to the circus, they did not go to the park.
We like pasta.	We like pasta, and we like spaghetti.	The children did not go to park because they went to the circus.
Tip: A simple sentence is also called an independent clause.	Tip: Look for these conjunctions: for, and, nor, but, or yet	Tip: Look for these subordinating conjunctions: after, before, because, although, when, since, if, whenever, unless, while, so that, even though, wherever.

1.20.2 COMPOUND SENTENCE

A compound sentence refers to a sentence made up of two independent

clauses (or complete sentences) connected to one another with Coordinating conjunction.

Coordinating conjunctions are easy to remember if you think of the words "FAN BOYS":

For

And

Nor

But

Or

Yet

So

1.20.3 COMPLEX SENTENCES

A complex sentence is made up of an independent clause and one or more dependent clauses connected to it. A dependent clause is similar to an independent clause, or complete sentence, but it lacks one of the elements that would make it a complete sentence.

Examples of dependent clauses include the following:

- ✓ because Mary and Samantha arrived at the bus station before noon
- ✓ while he waited at the train station
- ✓ after they left on the bus

Dependent clauses such as those above cannot stand alone as a sentence, but they can be added to an independent clause to form a complex sentence.

Dependent clauses begin with subordinating conjunctions.

Below are some of the most common subordinating conjunctions:

- ✓ after
- ✓ although
- ✓ as
- ✓ because
- ✓ before
- ✓ even though
- ✓ if
- ✓ since
- ✓ though
- ✓ unless
- ✓ until
- ✓ when
- ✓ whenever
- ✓ whereas
- ✓ wherever
- ✓ while

A complex sentence joins an independent clause with one or more dependent clauses.

(Information collated from <http://facultyweb.ivcc.edu/rrambo/eng1001/sentences.htm>)

1.21 Basics of Inter-personal Skills

Essential Inter-personal skills required are:

1. Self-confidence
2. Work Ethic which includes Professionalism, Respect, Dependability
3. Relationship Management
4. Receptiveness to Feedback
5. Body Language
6. Listening
7. Collaboration
8. Conflict Management
9. Positive Attitude
10. Workplace Etiquette

1.21.1 Body Language Basics

Body language is the science of nonverbal signals. However, Non-verbal communication is often overlooked. It is important to remember that one's body language and gestures could be interpreted, either positively or negatively.

It is important that we are in control of our bodily gestures. Factors to consider when interacting with others include:

- ✓ Eye contact
- ✓ Facial expressions
- ✓ Gestures
- ✓ Personal space
- ✓ Posture and body position

COMPUTER FUNDAMENTALS

AN INTRODUCTION

Computer knowledge is so vital in today's world. Since the world has transformed itself to the digital mode, everyone is called to equip themselves in this area, at least with the aim of having a working knowledge of computers that one can use for various purposes in education like preparing for classes, using power point presentations to make class more interesting for the students; videos can be screened for a topic to kindle the interest in children and showing them live examples. It gives the teacher an independence to do abstract things that the chalk and board does not allow.

With the coming of the pandemic, even pre-kg classes went online. Hence, computer knowledge and usage of the system is a very essential and important requirement. Never under estimate the children of today. They are so savvy enough to pick up everything about computers. So, teaching them using computers will definitely interest them.

As teachers, all notes can be saved digitally in the cloud and can be retrieved at any point of time. A decent amount of computer knowledge will help one go a long way. Any additional information a teacher requires can be browsed for. The system of Montessori education abroad can be learnt. A wealth of information can be tapped from the internet, if one is computer savvy, on one hand. On the other hand, all work can be digitalized, organized and there is so much place for creative ideas to take shape.

1.22 Windows:

Introduction:

Microsoft Windows is an operating system that controls the overall activities of the computer. MS Windows operating system has many versions as time has progressed and these have upgraded the level of ease of use of computers, some of the previous versions are MS Windows 95, Windows 98, Windows 2000, Windows NT, Windows XP, Windows Vista, Windows 7, Windows 8, and Windows 10.

1.22.1 Operating System:

An operating system (OS) is a collection of software that manages computer hardware resources and provides common services for computer programs. The operating system is a vital component of the system software in a computer system.

1.22.1.1 Activities performed by the Operating System

- Security – By means of password and similar other techniques, it prevents unauthorized access to programs and data.
- Control over system performance – Recording delays between request for a service and response from the system.
- Job accounting – Keeping track of time and resources used by various jobs and users.
- Error detecting aids – Production of dumps, traces, error messages, and other debugging and error detecting aids.
- Coordination between other software and users – Coordination and assignment of compilers, interpreters, assemblers and other software to the various users of the computer systems.

1.23 My Computer

COMPUTER means **Common Operating Machine Used for Technological and Educational Research**

1.23.1 Processing

- Core functionality of the computer system
- It is an internal process where the data is processed according to the instructions given to the computer.

- The processing speed depends on the type of Motherboard, CPU (Central Processing Unit) or RAM (Random Access Memory) being used.

1.23.2 Basic Computer Terminology

- **Motherboard:** It is the main printed circuit board (PCB) in the computer. This serves as the computer's central communications backbone connectivity point
- **Central Processing Unit (CPU):** It is the control centre of the computer which runs the machine's operating system and apps.
- **Random Access Memory:** This is the main memory of the computer which stores the OS, application programs and data in current use.
- **Output:** This is the information provided by the computer after processing which is stored in storage devices. The output devices retrieve the processed data from the computer and convert them into readable form.
- **Output Devices:** include monitors, speakers, projectors and printers.
- **Storage:** Storage can be defined as a physical or virtual location for preserving the data and files, which can be fetched and accessed by the users in later point of time. A storage can be a permanent location or a temporary one, depending on the type of storage opted by the user. A few examples for modern-day permanent storage systems are a USB drive, a Hard disk drive, cloud storage units, etc.

1.22.3 Microsoft Word

1.22.3.1 An Introduction

MS Word developed by Microsoft is one of the most widely used programs of the Microsoft Office Suite. It enables us to create professional reports, documents, resumes, letters, etc. While compiling documents, MS Word also enables grammatical and spelling checks to be done besides image support, text and text formatting, advanced page layout, HTML support, etc.

1.22.3.2 Primary applications in Microsoft Office:

- **Microsoft Word**—A word processing application to create and edit letters, articles, newsletters, flyers, and any other text-based document.
- **Microsoft Excel**—A spreadsheet application used primarily to record and manipulate numbers with calculations, functions, links, and other operations.

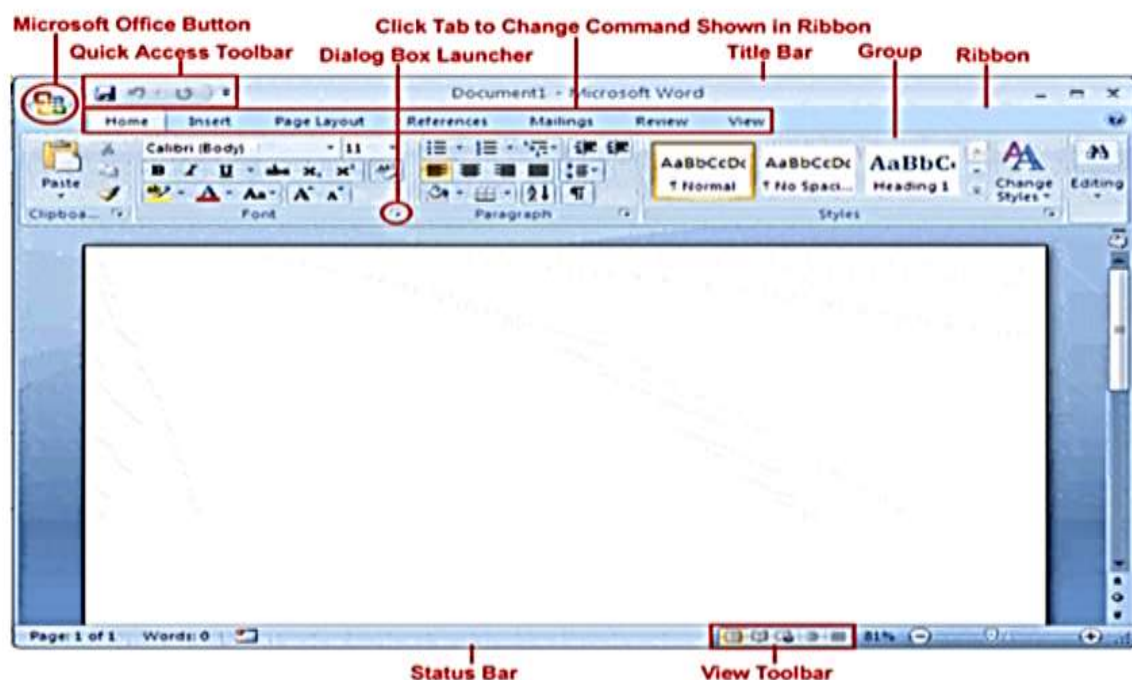
One can create MS Word doc by these simple steps:

Step 1: Open Microsoft Word with the above step.

Step 2: Once the program is open, click on->Microsoft office button(For Windows 7) or File(For Windows 10) succeeded by->" New" and this will open a new doc.

MS Word is utilized by people of every age group, in schools, in colleges, and for official purposes as well, therefore having proper knowledge of Microsoft Word is a necessity.

This is how MS Word window looks like (version 2007):



- **Microsoft PowerPoint**—A presentation application to create and present slide shows with text, graphics, and videos.
- **Microsoft OneNote**—A note taking applications to record notes, screen captures, documents and images.

In addition, Microsoft has three more applications that are included in an extended version of Microsoft Office:

- **Microsoft Outlook**—An email client application that handles multiple email accounts. It also includes a powerful address book.
- **Microsoft Access**—A database management system application. Access is a powerful tool to build and use a database system.
- **Microsoft Publisher**—A desktop publishing application which provides more advanced publishing tools than those included in Word.





Two more applications that are not usually considered part of the Office Suite, but which also use that same layout and ribbon that are used in the Office Suite are:

- **Microsoft Visio**—A graphical and drawing tool that is used for graphical design of software, databases, office layouts, flowcharts, engineering diagrams, and so forth.
- **Microsoft Project**—A project scheduling and control application that tracks tasks, critical paths, resources, and completion times.

1.23 Basics of MS Office tools



MS Office comprises of:

	MS Word Skills include: page setup, text formatting, editing
	MS Excel Skills include: spreadsheets, workbooks, formulas
	MS Powerpoint Skills include: presentation design, animation
	MS Outlook Skills include: navigation, archivization

There are also MS OneNote, Access and Publisher, bi

All the tools are extremely user-friendly and versatile for application in different types of jobs.

- Microsoft Office Word
- Microsoft Office Excel
- Microsoft Office PowerPoint
- Microsoft Publisher

- Microsoft Lync
- Microsoft Outlook
- Microsoft SharePoint
- Microsoft OneNote

1.23.1 Basics of Office Access

Microsoft Access is a Database Management System offered by Microsoft. It uses the Microsoft Jet Database Engine and comes as a part of the Microsoft Office suite of application.

Microsoft Access offers the functionality of a database and the programming capabilities to create easy to navigate screens (forms). It helps you analyze large amounts of information, and manage data efficiently.

1.23.2 Features of Access:

- Deals with text, numbers, files and all kinds of data
- All data is stored one time, in one place
- Helps you to build highly functional data entry forms and report templates
- Users will be able to enter the data more efficiently and accurately

1.23.2.1 Advantages of MS Access:

- Offers a fully functional, relational database management system in minutes
- Easy to import data from multiple sources into Access
- You can easily customize Access according to personal and company needs
- Microsoft Access online works well with many of the development languages that work on Windows OS
- It is robust and flexible, and it can perform any challenging office or industrial database tasks.
- MS-Access allows you to link to data in its existing location and use it for viewing, updating, querying, and reporting.
- Allows you to create tables, queries, forms, and reports, and connect with the help of Macros
- Macros in Access is a simple programming construct with which you can use to add functionality to your database.

- Microsoft Access online can perform heterogeneous joins between various data sets stored across different platforms

1.23.2.2 Disadvantages of MS Access

- Microsoft Access database is useful for small-to-medium business sectors. However, it is not useful for large-sized organizations
- Lacks robustness compared to dbms systems like MS SQL Server or Oracle
- All the information from your database is saved into one file. This can slow down reports, queries, and forms
- Technical limit is 255 concurrent users. However, the real-world limit is only 10 to 80 (depending on the type of application which you are using)
- It requires a lot more learning and training compares with other Microsoft programs

1.24 Basics of Office – Groove

Microsoft Office Groove is collaboration software that allows multiple people to work on a single project, even if they work for different organizations, work remotely or work offline. This can be very helpful for your business, as the software creates a virtual workspace where users can share and edit documents stored at a remote serve which tracks and synchronizes the group's work.

1.24.1 Provisions of Microsoft Office Groove

- It provides a set of collaboration tools that include a calendar, discussion, pictures, notepad, file manager and others which facilitates collaboration through person-to-person communication.
- Additionally, Groove features a Launch bar which includes tasks and contacts, as well as a common task section which updates to correspond to your activity.
- It includes a feature which can be used to send invitations to other members, or send emails to those who are not members; roles can be assigned to those you invite to the workspace: Manager, Participant or Guest. Each role gives different permissions to edit and change shared documents.
- The decentralized sharing of documents can cause data conflicts when multiple users change the same document. Groove saves all changes and allows a Manager to decide what edits will be final.

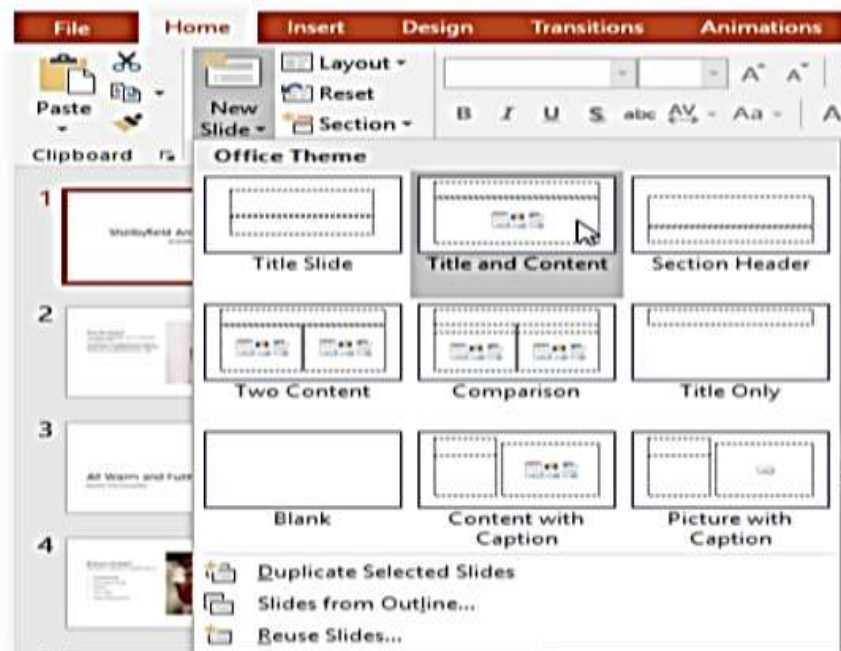
1.24.2 Basics of Power Point

Whenever you start a new presentation, it will contain **one slide** with the **Title Slide** layout. You can insert as many slides as you need from a variety of layouts.

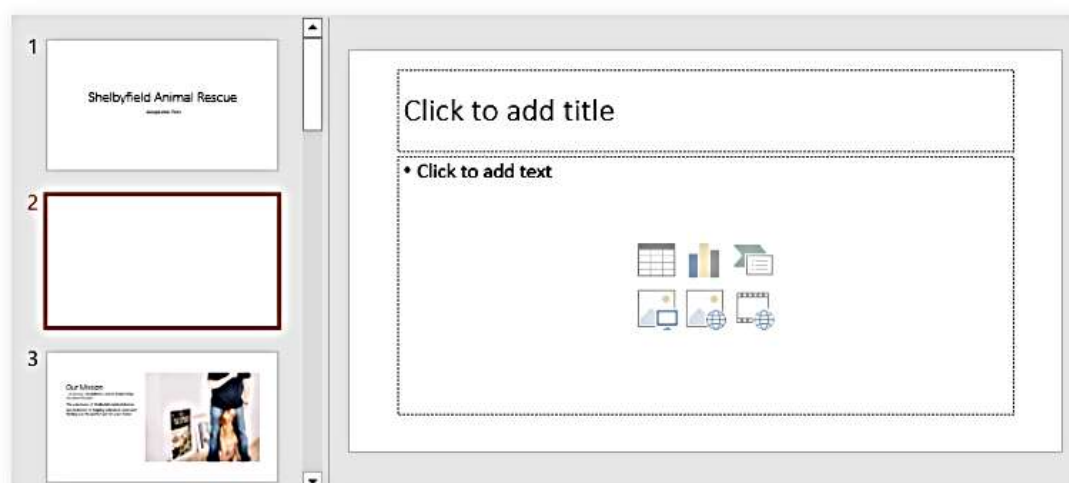
- 1 From the **Home** tab, click the **bottom half** of the **New Slide** command.



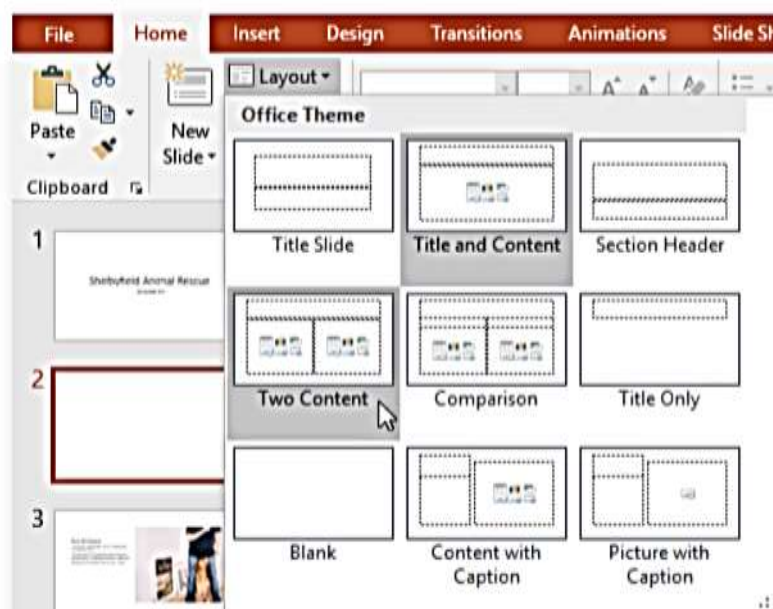
- 2 Choose the desired **slide layout** from the menu that appears.



- 3 The new slide will appear. Click any **placeholder** and begin typing to add text. You can also click an **icon** to add other types of content, like a **picture** or **chart**.



- ✴ To change the layout of an existing slide, click the **Layout** command, then choose the desired layout.





To quickly add a slide that uses the same layout as the selected slide, click the **top half** of the **New Slide** command.



1.25 Basics of Outlook:

- This is an application that's used mainly to send and receive emails.
- It's also used to manage various types of personal data including calendar appointments and similar entries, tasks, contacts, and notes. It's important to note that not all versions include Outlook though.
- One can sync personal data with one's phone, tablet, and other computers, provided you can log in to those with your Microsoft Account.
- Sorting of email into folders based on rules you create, send Out Of Office messages automatically, flag emails for follow up, and get email from Exchange servers is also possible.
- One can also delay the sending of emails, asking for receipts, and more.

Note: All images in this chapter are courtesy free Google images

CHAPTER 2 - CHILD PSYCHOLOGY AND EARLY CHILDHOOD CARE & DEVELOPMENT

An Introduction

With respect to children, what a child is going through can be gauged by keenly watching their emotions and actions. For example, when they are sad, we see it on their faces; if they are hungry, their behaviour changes making them cranky or teary or sometimes they burst out crying. So, as pre-school teachers, awareness is crucial to approach and take care of the issue. Suppose the children are in the mood to play, they should be allowed to play rather than forcing them to sit down and study.

The teacher should equip themselves to identify the skill within a child. For instance, in a mathematics class, where children are taught to count aloud, you may find one or two children distracted by music that is playing in the nearby class. This may be identified as music intelligence which is above the logic intelligence. In this manner, the teacher's ability to psychologically assess plays an important role to shape and groom the talents of the child.

It is important that the child is not forced to do a task, even if it is to make them sleep. As one in their midst, understanding their movements and accordingly delegating tasks will make the child comfortable. Montessori teachers should be trained in this aspect as it is very vital to extract the right response from the children, keeping in mind that each child is different. According to Montessori principles, this is giving children the freedom within a structured environment.

When teachers do counselling, it is important to consider the background and feelings of the parents. The same thing applies when preparing a report or when interacting with management. The teacher should have a clear understanding of the situation before dealing with it.

Dr. Maria Montessori described childhood as a process in which a hidden but definite plan of nature unfolds as the child works to create the adult personality. Children become self-disciplined through freedom of movement and freedom of choice.

2.1 Psychology:

Psychology is the science of [behaviour](#) and [mind](#), embracing all aspects of [conscious](#) and [unconscious](#) experience as well as [thought](#). It is an [academic discipline](#) and a [social science](#) which seeks to understand individuals and groups by establishing general principles and researching specific cases.

2.2 Types of Psychology

- Clinical neuropsychology.
- Clinical psychology.
- Community psychology.
- Counselling psychology.
- Educational and developmental psychology.
- Forensic psychology.
- Health psychology.
- Organisational psychology.

2.3 Emotions in Early Childhood and Later Childhood

2.3.1 Emotions in Early Childhood

A general sequential model of emotion regulation is specified that takes emotional reaction, goal-directed behaviour strategies, and the interactive process between child and mother into account. Culture-specific differences in regard to the distribution of children's regulation patterns and qualities of mother-child interactions demonstrate the effects of different socialization practices with respect to socio emotional development.

2.3.2 Emotions in Later Childhood

Mother – child attachment was assessed in a group sample of 9- to 11-year-old children using a story stem interview technique and questionnaires. The positive

and negative moods were scored from daily logs completed by children. Emotion regulation was assessed with the mothers' reports of constructive coping and the teachers' reports of the children's ability to tolerate frustration.

2.3.2.1 Jealous

Jealousy is not always mere possessiveness. It may have more to do with self-identity, and envy and should not be confused with legitimate resentment of injustice. The relation of jealousy to claims of right, to certain underlying fears, and to certain forms of love are considered.

2.3.2.2 Happiness

Happiness is defined in a variety of ways and identifies with its sources. However, according to positive psychology, happiness is the state of mind or feeling characterized by contentment, love, satisfaction, pleasure, or joy. Happiness is being aware not only of the positive events that occur in your life but also that you yourself are the cause of these events that you can create them, that you control their occurrence, and that you play a major role in the good things that happen to you.

2.3.2.3 Fear and Depression

Fear is a natural, powerful, and primitive human emotion which alerts us to the presence of danger or the threat of harm, whether that danger is physical or psychological.

- Fear can stem from real threats or from imagined dangers.
- Fear can also be a symptom of some mental health conditions including panic disorder, social anxiety disorder, phobias, and post-traumatic stress disorder (PTSD).
- Fear is composed of two primary reactions to some type of perceived threat: biochemical and emotional.

Each and every person experiences fear differently. Some of the common signs and physical symptoms are:

- Chest pain
- Chills
- Dry mouth
- Nausea
- Rapid heartbeat
- Shortness of breath
- Sweating
- Trembling
- Upset stomach

People may experience psychological symptoms of being overwhelmed, upset, feeling out of control, or a sense of impending death as well.

Depression is caused by a combination of genetic, biological, psychological, social and environmental factors. People who have a family history of depression, and people with serious chronic diseases such as heart disease or cancer, are at an increased risk of depression.

Depression symptoms can vary from mild to severe and can include:

- Feeling sad or having a depressed mood
- Loss of interest or pleasure in activities once enjoyed
- Changes in appetite — weight loss or gain unrelated to dieting
- Trouble sleeping or sleeping too much
- Loss of energy or increased fatigue
- Increase in purposeless physical activity (e.g., inability to sit still, pacing, handwringing) or slowed movements or speech (these actions must be severe enough to be observable by others)
- Feeling worthless or guilty
- Difficulty thinking, concentrating or making decisions
- Thoughts of death or suicide

Please Note: Depression Is Different from Sadness or Grief/Bereavement

Being sad is not the same as having depression. The grieving process is natural and unique to each individual and shares some of the same features of depression. Both grief and depression may involve intense sadness and withdrawal from usual activities.

Differences between grief and depression:

- In grief, painful feelings come in waves, often intermixed with positive memories of the deceased. In major depression, mood and/or interest (pleasure) are decreased for most of two weeks.
- In grief, self-esteem is usually maintained. In major depression, feelings of worthlessness and self-loathing are common.
- In grief, thoughts of death may surface when thinking of or fantasizing about “joining” the deceased loved one. In major depression, thoughts are focused on ending one’s life due to feeling worthless or undeserving of living or being unable to cope with the pain of depression.

Grief and depression can co-exist. When grief and depression co-occur, the grief is more severe and lasts longer than grief without depression.

2.3.2.4 Love and Anger:

Love and anger are basic human reactions. People react differently emotionally towards others in different scenarios.

Anger is an emotion characterized by antagonism toward someone or something you feel has deliberately done you wrong.

Anger can be a good thing. It can give you a way to express negative feelings, for example, or motivate you to find solutions to problems.

But excessive anger can cause problems like increased blood pressure and other physical changes associated with anger make it difficult to think straight and harm your physical and mental health.

For those who struggle with chronic anger, or for those who only experience occasional outbursts, learning skills to identify and navigate this powerful emotion can lead to growth and change.

2.3.2.5 Action

Grammatical meaning of Action:

Noun action: an independent agency created in 1971 to administer domestic volunteer programs. The fact or process of doing something, typically to achieve an aim.

Adjective action: characterized by brisk or dynamic action: an action car; an action melodrama.

Idioms action in action: performing or taking part in a characteristic act: The school baseball team is in action tonight. Working; functioning: His rescuing the child was bravery in action.

Some actions achieve any given task, many of the unchosen actions are irrelevant, incorrect, or inappropriate. Others are relevant, correct, or appropriate but are disfavoured for other reasons.

2.3.2.6 Repetitions

Repetition compulsion is a psychological phenomenon in which a person repeats an event or its circumstances over and over again. This includes re-enacting the event or putting oneself in situations where the event is likely to happen again.

Repeated presentation of information or items typically leads to better memory for the material. The repetition effect is a general principle of learning, although there are exceptions and modifiers. For instance, spaced repetitions are usually more effective than massed repetitions.

Our brains take in information like sights and sounds, or ideas and concepts, and then store them until we need to think about them again. This is a really helpful ability, and it usually serves us well.

Repetition helps to improve speed, increases confidence, and strengthens the connections in the brain that help children learn. Increased repetitions forge the information learnt and it is most likely to remain in the mind for a long time.

2.3.2.7 Habit formation & Behaviour Change

Habit formation offers a mechanism for behaviour maintenance. It can be defined as a process in which an action can become involuntary. People develop habits largely due to the situations they find themselves in and when they are repetitive, they become a part of the individual or better put, “habitual”. Habit formation is essential and is tied up to behavioural changes. We should understand that most societal issues today, like health, illness and associated expenses, etc. have their roots in behaviour.

Learning and playing in small groups helps to foster the development of social skills. Children now become better equipped to plan and undertake more challenging activities with a wider range of materials for making and doing.


During this phase, children learn effectively in shared activities with more able peers and adults. Literacy and problem solving, reasoning and numeracy skills continue to develop.

Children developing understanding of cause and effect is encouraged by the introduction of a wider variety of equipment, media and technologies.

2.4 INDIVIDUAL DIFFERENCES

It is a cornerstone subject area in modern psychology. In many ways, it is the classic psychology that the general public refers to – the psychology of the person; the psychological difference between the people and their similarities.

CHAPTER 3 – MONTESSORI METHOD OF TEACHING ART & CRAFT



10 Commandments of Maria Montessori

- 1 *Never touch the child unless invited by him (in some form or the other).*
- 2 *Never speak ill of the child in his presence or absence.*
- 3 *Concentrate on strengthening and helping the development of what is good in the child so that its presence may leave less and less space for evil.*
Be active in preparing the environment. Take meticulous and constant care of it. Help the child establish constructive relations with it. Show the proper place where the means of development are kept and demonstrate their proper use.
- 4
- 5 *Be ever ready to answer the call of the child who stands in need of you and always listen and respond to the child who appeals to you.*
- 6 *Respect the child who makes a mistake and can then or later correct himself, but stop firmly and immediately any misuse of the environment and any action which endangers the child, his development or others.*
- 7 *Respect the child who takes rest or watches others working or ponders over what he himself has done or will do. Neither call him, nor force him to other forms of activity.*
- 8 *Help those who are in search of activity and cannot find it.*
- 9 *Be untiring in repeating presentations to the child who refused them earlier, in helping the child acquire what is not yet his own and overcome imperfections. Do this by animating the environment with care, with restraint and silence, with mild words and loving presence. Make your ready presence felt to the child who searches and hide from the child who has found.*
- 10 *Always treat the child with the best of good manners and offer him the best you have in yourself and at your disposal.*

MONTESSORI NATURE

3.1 The Montessori School Atmosphere

Montessori relies on a **prepared environment** which is the most characteristic feature of this school system. Children interact within this prepared environment with others for the most part of the schooling day.

They are **engrossed in their work, either on their own, in a group of children, or with a guide**. The children are not working under the threat of consequence, nor are they working for the promise of a reward. They are busy and satisfies in their activities, driven by internal motivation.

The Montessori classroom environment and the materials contained therein actually do the bulk of the teaching. Each material and activity has a built-in control of error, allowing children to see their errors and correct them without asking for help.

Montessori is not teacher-centered. It's child-led. Properly trained teachers (sometimes called Guides) make the Method work, however.

3.2 Qualities of a good Montessori Teacher

A qualified and good Montessori teacher functions as follows:

- ❖ Doesn't center the classroom or even a presentation around themselves
- ❖ Is warm and pleasant, but not overpowering, demeanor
- ❖ communicates positively with other staff, children, and parents
- ❖ uses forms of effective praise
- ❖ models the expected classroom behaviors
- ❖ culturally sensitive and knowledgeable
- ❖ encourages social-emotional development by using positive discipline strategies
- ❖ always observant
- ❖ professional
- ❖ an ally for parents and children
- ❖ makes reasonable requests of children

- ❖ bring some life to their classroom by engaging their students in interesting activities creating an atmosphere where students feel they can take an active part in the discussion.
- ❖ Having a thorough knowledge and an in-depth understanding of the subjects they are teaching and should remain up-to-date with all the latest developments in those fields. Complete knowledge of topics being taught is important to capture students' attention and participation.
- ❖ Able to adapt and are ready to handle any type of question from their students and address difficult situations.
- ❖ Is a good listener as well as a good communicator
- ❖ having a high level of maturity when dealing with their students' problems and managing any conflicts. They must handle each situation appropriately, so students can learn from them.
- ❖ Passionate about teaching and loves to work with children. They develop a good rapport and trusting relationships with their students as they influence their students' lives immensely.
- ❖ Keeping their teaching style lively and unpredictable always trying to bring a new and fresh perspective to the lessons by associating them with personal experience and drawing real-life examples.
- ❖ Working with the students at their own pace as each child is different; having patience when dealing with the same questions over and over again.
- ❖ ability to handle stress associated with balancing the physical, emotional and social needs of every student in the classroom. Patience is the key in understanding the needs of the young learners navigate life in the classroom as they often lack the ability to express.
- ❖ thinking out-of-the-box to make preschoolers inquire and being able to adopt independent ways of learning. They should be able to play role of facilitators.
- ❖ Valuing and appreciating diversity and providing students with activities that include diverse perspectives.
- ❖ watching how the children interact, noticing if one child is withdrawn or if a child is monopolizing all the activities. Great preschool teachers get down and interact with the children, giving them a close-up view for

understanding how each child thinks, and allowing them to anticipate or even avoid potential troubles.

- ❖ Loving their students and therefore motivating their actions towards kind solutions to problems and joyful learning experiences. When children feel loved and safe, they feel free to learn.

3.3 Montessori History:

The Montessori method of education developed by Dr. Maria Montessori, is a child centred educational approach-based on scientific observations of children from the birth of adulthood.

Dr. Montessori's method has been time tested, with over 100 years of success in diverse cultures throughout the world. 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, cognitive.

1. Montessori Education is an educational approach developed by Italian physician and educationist Maria Montessori.
2. Montessori developed many of her ideas while working with mentally challenged children.
3. In 1907, she opened the first class room, called as “CASA DEI BOMBINI ‘ located on Rome.
4. Montessori Education spread to the United States by 1912.
5. There are conflicts between Montessori and the American educational establishment.
6. Montessori returns to United States in 1960 and spread to thousands of schools.
7. Montessori Education is fundamentally a model of human development.
8. In the Montessori approach, these human tendencies are seen as driving behaviour in every stage of development.

9. Offering access to Montessori materials appropriate to the age of the children and environment should exhibit the following characteristics.

- a. Movement and activity.
- b. Beauty and harmony, cleanliness of environment.
- C. Construction in proportion to the child and her/his need.
- d. Material that supports the child.
- e. Nature in classroom, and outside of the classroom.

3.4 MONTESSORI TOOLS & MATERIALS

The tools used are didactic materials. They are the materials which are scientifically designed to teach one concept through each material /tool. These tools are made up of natural materials like wood, fabrics etc. The tools are designed in such a way that they are self-correcting [which has a built-in control of error]. The tools used in practical life are scaled down to child size. The tools used for sensorial activities help the child to learn through their senses. The purpose of these tools is to help the child to make clarifications from the things around him, helping the child to become a sensorial explorer.

3.4.1 MONTESSORI TOOLS

Montessori Tools and its uses:

The tools used are didactic materials. They are the materials which are scientifically designed to teach one concept using each material /tool. These tools are made up of natural materials like wood, fabric etc., The tools are designed in such a way that they are self-correcting [which has built-in control of error]. The tools used in practical life are scaled down to child size. The tools used for sensorial activities help the child to learn through their senses. The purpose of these tools is to help the child to help clarify things around him, thereby enabling the child to become a sensorial explorer.

1.PINK TOWER:

The sizes of the cubes change in 3 dimensions (Length, height & breadth) but the **colour, texture and shape** of the cube remains the same in all 10 cubes. In this activity, the **child gets the abstract idea of the differences in 3-dimension** among the 10 cubes. Children also learn the comparative language, **bigger & smaller**.



2.BROWN STAIR:

The prism in brown stairs changes in 2 dimensions only in height & breadth, but the length remains the same in all the 10-prism. The comparative language **they learn through this activity is, “Thicker & Thinner”**.



3.CYLINDER BLOCKS:

This activity helps the child in pincer grip. This activity helps the child to discrimination visually the dimension. It prepares them for mathematics and voluntary movements. Language they learn is comparative & **superlatives of think & thin, small-large, tall-short**.



4.COLOUR TABLETS:

This activity helps the child to discriminate the colours, both primary & secondary.



5.TASTE BOARD:

It gives the awareness of the close relationship between taste and smell. This activity helps the child in experience of **refinement of gustatory senses**.



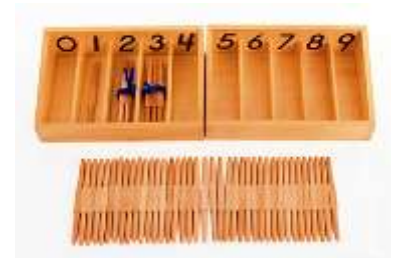
6. TOUCH BOARD:

For refinement of Tactile senses, this activity is introduced. The child is able to **discriminate the rough & smooth in graduation.**



7.SPINDLE BOX:

This activity helps the child to link the number symbol and its equivalent quantity together. They **learn the concept of Zero – which is “Nothing”.**



8.SOUND BELL:

This activity helps in auditory perception and **helps the child to discriminate different sound notations.**



3.4.2 Self-Correction – Recognition of shapes & sizes

- There are lots of common, easily identifiable characteristics of Montessori materials.
- Primarily natural, breakable materials, such as wood, ceramic, metal and glass.
- Montessori materials are designed to be self-teaching and self-correcting.
- It is almost as if they call out to you in use them in the appropriate way, use them in way that teaches the intended lesson.
- The materials are the teacher in the classroom, not the adult.
- Recognition of shapes 4 sizes:
- Sort by shapes:
- Unit blocks
- Shapes cut from cardboard or paper

Items to sort by size:

- Puff balls
- Buttons
- Sort towels, dishcloths, and wash cloths
- Cut pipe cleaners or straws (Length)
- Towels (width)
- Socks
- Clothing
- Balls
- Rocks
- Leaves

3.4.3 Developing Aesthetic and creative skills:

- Aesthetic and creative expression: Children are encouraged to explore, experience, create and express themselves through a variety of media such as cut, music, movement, dance and drama.
- Aesthetic development in children is the emergence of the ability to appreciate and critically evaluate art.

3.4.3.1 Creativity

To develop the creative and aesthetic side of a child, ample amount of encouragement from the teacher is needed in all activities laid out such as, acting, music/ dance movement, creative role play and literature creative expression in the kindergarten students activities when they have opportunities to,

- Use their voices to sing.
- Learn about various instruments
- Creative musical scores
- Discover different body movements through music.
- Explore different cut media using crayons, felt pens, paint, clay, clough, sand, water, glue, etc.....
- Learn about the world around them through role play, drama, and puppetry

3.4.3.1.1 Conversational charts, stories:

- Charting is helpful to track individual children's predictions, outcomes, and responses.
- Charts provide children with a visual reference to compare results, teach the significance of print and encourage pre-reading skills when icons are used.

Types and comparing the charted response can be fun and successful.

Stories:

- Children will learn and practice important language skills.
 - It will help the child to predict important language skills.
 - It will help the child to predict, understand casual and team portal success.
- Telling stories and recalling details will help the child learn new dialogues or social script from stories.

Songs:

- It's a great way into learning early phonic skills.
- Ability to hear, identify and manipulate letter sounds.
- They transport children to a world of fantasy and play and can really develop your child's visualisation skills through actions.

Handwork:

- Developing strength and coordination in the hand and fingers is key developmental task for the one-year-old crowd.
- Hand development is linked to near development.

Types of outs:

- Scratch out
- Spin painting
- Stamped learnt cut project
- Cotton pad art
- Scrape painting
- Sensory alt process
- Salt, glue and water colour
- Crayon resist act
- Stained glass act

Kinds of drawing:

- Crayon transfer technique
- Drawing with yarn
- Falling buck portraits
- Surprise folded paper beings
- Drawing during read aloud
- First grade perspective fields
- Cave drawings
- Pop side stick tracing

Craft work:

- Recycled cardboard tubes
- Creative egg curtain crafts
- Box crafts
- CD room crafts
- Baby food jar crafts
- Paper bag crafts
- Handprint crafts
- Paper crafts
- Paper plate crafts
- Toilet paper roll crafts

Cutting models:

- Tearing paper into small pieces only improves the ability to use both hands in a coordinated manner.
- Spin a top to exercise the muscles in the thumb, index, and middles finger.
- Punch holes on index cards with a handled puncher to strengthen the hand muscles and improve bilateral skills.

3.5 A Child's Regular Activity into Montessori Methods



THE BEAD BOX

The "Bead Box" is an open wooden box with 10 apartments in 2 rows & a long apartment in front of them. Each small apartment contains 10 beads of one colour & the 10th apartment has beads of 10 different colours. This tool is used for graded number work.

Outcome of this activity:

1. Enables the child to learn counting at the earlier stages & at the later stages can be used to teach addition, subtraction & multiplication tables.
2. The child also learns colours.
3. The child learns the value of numbers.
4. The child learns to show patience, concentration and attention in doing things besides developing a sense of discipline.



CYLINDERS

This sense-training material was introduced by Madame Montessori, belonging to the self-corrective materials groups and is intended for children of between the ages 2-3.5 years. Cylinders of various dimensions are available that fit into appropriate slots. Through trial and error, the child learns to put the cylinder in the right fitting slot.

Outcome of this activity:

1. Recognition of differences in size.
2. Patience, perseverance & concentration in finding the right slot for a cylinder.
3. Increases the sense of touch when asked to play this game blindfolded.
4. Quick decision making.
5. Acquiring finger muscular control while holding the buttons handles which later will help the child in holding a pencil or pen when he starts writing.



THE NEST OF BOXES

This is one of the self-corrective materials, intended for individual occupation of children between the age of 3-4 years. A set of 10 square wooden boxes of graded size, each fitting exactly into the others, in such a way that all 10 boxes together make up a nest.

Outcome of this activity:

1. The child learns to recognize differences in size.
2. Through this laborious trial and error method, the child learns to show patience, persistence and concentration in doing things.
3. The child's imagination is stimulated as he builds, destroys and rebuilds the "tower" or the "nest".
4. His curiosity is tickled as he finds so many boxes coming out of one.



GEOMETRICAL INSETS (adapted from Madam Montessori)

This material is arranged in a wooden cabinet with 6 drawers made in the form of rectangular trays, each tray having 6 square wooden frames arranged in it. Each frame has an inset of a geometrical form. All the insets have button handles, so that it can be easily put in or taken out of the square frames.

Outcome of this activity:

1. The child learns recognition and distinguishing of the various geometrical forms. This helps the child to distinguish letters when he starts reading & writing.
2. The child gains self-confidence as he gains mastery over the insets.
3. The child becomes alert and is quick to come to a decision by playing with this material

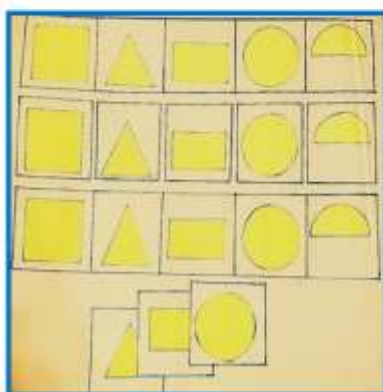


COLOUR MATCHING

This activity is for children within the age group 3-4.5 years. Using rectangular card of similar dimensions but of different colours (5-10 cards in each colour), the child is expected to pick up the cards of a similar colour and stack them one below the other.

Outcome of this activity:

1. Learning to recognise and discriminate colour.
2. If the material is used like "Lotto" game, the names of the colours will be learnt quickly.

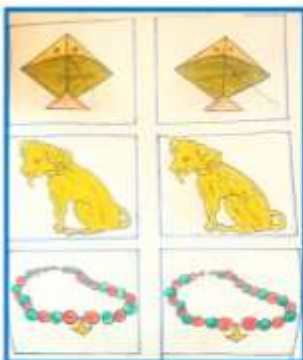


SHAPE MATCHING

This activity uses cards of different shapes painted in the same colour (5-10 cards in each colour), the child is expected to pick up the cards of the same shape and stack them one below the other.

Outcome of this activity:

1. The child learns to recognise and discriminate the different shapes.
2. A good introduction to reading.

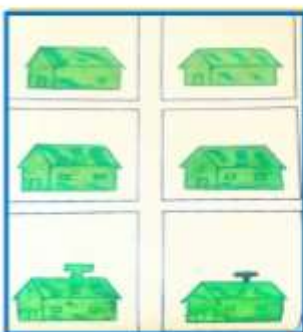


TWIN GAME - SIMPLE

This is a kind of matching game where the child will be given cards with different pictures on it like birds, animals, objects, etc. The picture cards come in pairs. All the cards are mixed and the child is expected to match the pairs placing them side by side.

Outcome of this activity:

1. The child learns to compare 2 things and note the differences and similarities.
2. Repetitive playing also help the child to remember the objects on the card.
3. This helps the children in improving his observation skills and prepares him for reading as well.



TWIN GAME - DIFFICULT

The degree of difficulty is upped in this form of the game. Similar pictures with minute differences are introduced. Similar to the above format, the cards come in pairs.

Outcome of this activity:

1. Improves the concentration of the child.
2. Observation skills are enhanced as the child tries to find out the minute differences.
3. The teacher can use this tool to converse with the child about the picture which in turn increases the vocabulary of the child.

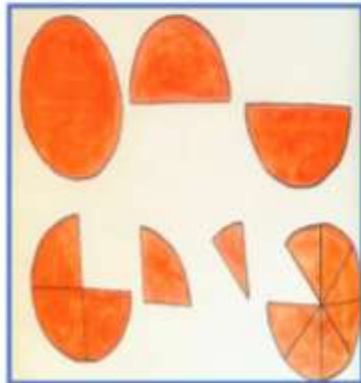


MATCHING GAME

The square cards (3" side dimensions) carry pictures of matching pairs like table & chair. Like the previous matching games, all the cards are mixed and the children are expected to pair them up. This activity is for children in the age group, 4-4.5 years.

Outcome of this activity:

1. The child learns the names of new objects that are complimentary to each other.
2. This creates the inquisitiveness to match objects they see outside class, at home, in nature, etc.
3. This increases their vocabulary, their power of observation, concentration and patience.

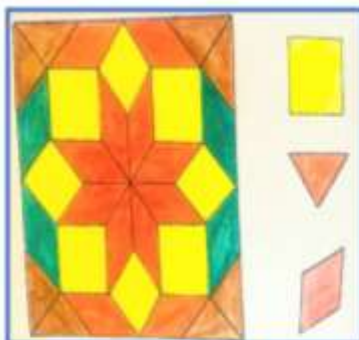


CIRCLE AND ITS PARTS

One full circle, 2 semi-circular pieces, 4 quarters and 5 one-eighths are cut out of wood or cardboard. All these are fitted into a cylindrical box. This activity can be given to children in the age group, 3-5 years. The children are to fit all these pieces in order into the cylindrical box.

Outcome of this activity:

1. The child learns to sort out similar things.
2. The child will get an idea of the size of the pieces and how the pieces fit into each other.
3. This is a good tool that helps children to understand fractions.
4. The child will understand how to break a circle into similar halves or as quarters.



PATTERN - LAYING

This is an abstraction of the more concrete representation of the "Building-Blocks", for children in the age group, 3-4.5 years, 5 years. This material consists of wooden or plastic tablets of geometrical shapes in various colours. For every shape there are a number of tablets. The children are left to design patterns first at random but progressively they will assemble specific designs.

Outcome of this activity:

1. As the child is able to see concrete objects in 2D, the child's imagination is enhanced.
2. The child develops a sense of colour which enlarges his aesthetic perception.
3. Increasing awareness of rhythm and regularity in the patterns, unconsciously getting acquainted with various geometrical shapes and their relationships.
4. Establishes coordination between the eye and the hand and serves as a preliminary step to drawing, painting and writing.



STICK-LAYERING

In this activity, the child shows only 2D figures. The child can follow his own plans and therefore belongs to the free-activity occupation like "Building Blocks". This is used as an individual occupation and not necessarily as a group activity.

Outcome of this activity:

1. The child learns the difference in lengths and colour.
2. They achieve muscular control of the fingers which will stand them in good stead while handling a pencil.
3. The child's imagination is stimulated.
4. The child learns verbal expression to their imagination as they talk about what they do.
5. This activity is the first step to drawing.



BUILDING BLOCKS

With wooden blocks of various sizes and shapes, a child can build objects according to his imagination like walls, bridges, houses, etc. Blocks of two types are used: bigger ones and smaller ones. Using the smaller ones gives the child's fingers the practice he requires whereas the use of bigger blocks exercises all the muscles of the body.

Outcomes of this activity:

1. Stimulates initiative and imaginative play. The child develops planning and constructive ability of the child & self-expression.
2. The child learns to converse, cooperate and share ideas with other children.
3. The child learns social adjustment.
4. Engaging in this activity also satisfies the destructive tendencies in a child.

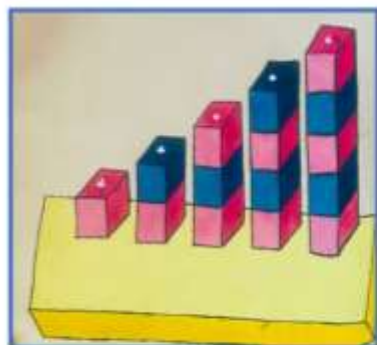


MOSAICS

This activity uses a square wooden board with holes at equal distances in a regular pattern as precise shapes like a hexagon, a star, etc. Coloured pegs are provided to the children to fit into the holes. At first the child pegs the holes at random but later start placing the pegs in a regular manner to derive a pleasing design out of it.

Outcome of the activity:

1. Ability to distinguish colours
2. Knowledge of the design put together
3. Artistry in the child is brought out and the child develops an aesthetic sense.
4. A child develops patience, concentration and observation skills.
5. Develops steady fingers that can hold small beads which will help the child hold pencils, needles and the like steadily.

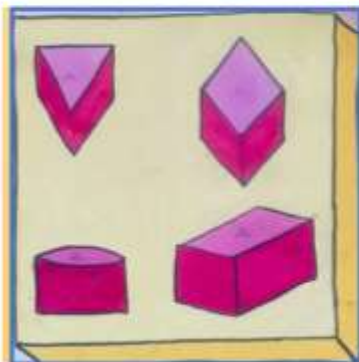


NUMBER PEG-BOARD

This activity is given to the child after is familiar with the Bead Box and has learned to count till five. The number peg-board has a long rectangular wooden board with 5 wooden pegs of graded height fixed in a row in the middle of the board at equal distances from each other. Numbers 1-5 are marked in order in front of the pegs. There are Number Peg-boards with the same coloured cubes in them and Peg-boards with numbers 1-10 and 55 cubes to be played by older children.

Outcome of this activity:

1. The child forms a clear and concrete conception about the values of numbers 1, 2, 3, 4 & 5.
2. By noting the height of the number of cubes on each peg, the child learns that each number is progressively greater than the previous number, the difference always being one unit.

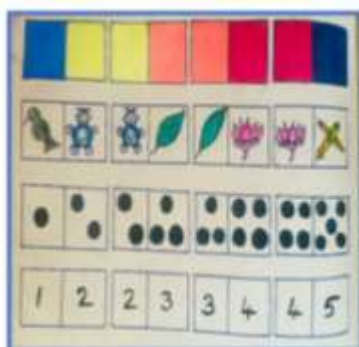


PEGS WITH SHAPES

The play material here consists of a wooden square board with 4 pegs (square, rectangular, circular & triangular) fixed on it. These have holes in the middle so that they easily slip down the pegs. The child has to sort out the appropriate pegs and slide it down the suitable peg.

Outcome of this activity:

1. The child learns to distinguish the shapes and note their differences.
2. The child's observational and concentration skills are enhanced.
3. This helps the child to identify the similarities and difference in letters when he starts to read and write.



DOMINOS

This game belongs to one of the individuals in Kindergarten. Rectangular pieces of card are divided into two equal parts having different items or different colours or shapes or numbers or dots painted on them. No two of them will have the same combination. The dominoes are graded as Colour Dominoes, Picture Dominoes, Shape Dominoes and Dot Dominoes.

Outcome of this activity:

1. The child learns to observe, recognize and match similar things.
2. The child learns to show patience, perseverance and concentration to do his work.
3. The picture and shape dominoes helps the child in discriminating letters when he starts his reading and writing.

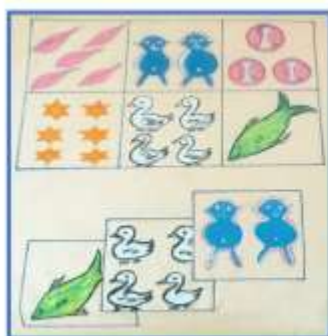


PICTURE - LOTTO

This game is played with 4-6 rectangular cards with 6, 9, or 12 little rectangular divisions made on each of them. The pictures of an object, bird or animal is painted or drawn in each of the divisions. There are separate small cards with pictures, similar to those on the big cards. The game consists in placing these small cards over the corresponding pictures on the big Lotto cards. This game can be played with a group of 6 children.

Outcome of this activity:

1. This game belongs to the "Hear & See games", helping the children to coordinate between hearing and seeing thus preparing the children indirectly for dictation and having a visual idea of the word.
2. The child learns to compare, to discriminate and to recognize similarities and differences in things.
3. The child's vocabulary is increased and the child becomes more disciplined and attentive to the teacher.

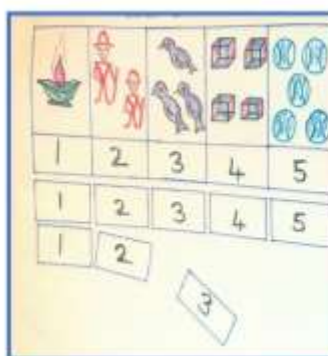


NUMBER LOTTO

This is similar to the picture lotto having 6 big rectangular cards and small cards for each picture on them. In Number Lotto, the same type of pictures are found in all the 6 cards, but, in each in different number value. For example, if we have 2 kites in 1 card, there will be 3 in another and 6 in one other and so on. This game can be played with 6 children.

Outcome of this activity:

1. The child can be taught about the numbers 1 to 6 without tiring them out.
2. The value of each number will also be understood through playing this number lotto.

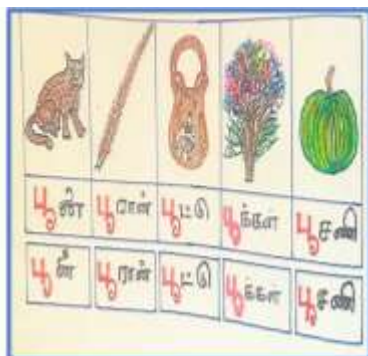


NUMBER CHART

This is similar to the "Reading Chart" having a long rectangular cardboard divided into 5 equal parts, each of which has painted pictures of objects, animals or birds, to represent a definite number from 1 to 5 or 6 to 10. The card will have the corresponding number below the picture. The figures are written on smaller cards and the child is asked to match the small card with the figures in the chart.

Outcome of this activity:

1. The child becomes aware of the figures written underneath.
2. The child learns to match figures of numbers and gradually acquires a knowledge of the value of numbers.



READING CHART

This activity includes a long rectangular cardboard divided into 5 or 6 equal parts in each of which is painted the picture of an animal, bird or object familiar to the child. Every picture has its name written underneath. These names are again written on separate small cards which have to be matched with the picture and the name below it.

Outcome of this activity:

1. The child learns to read by himself through observation and recognition.
2. This activity is of great help while introducing reading.
3. When the first letter is written in a single colour, the child learns that one letter well, which helps in phonetical drilling.



BIG READING CHART

This material consists of a big card with a single picture on it with its name below the picture. The child is shown this card covering the name and is asked to name the picture. Once the child says the name of the picture, for example "ball", the individual letters are cut up and the child is asked to arrange the letters to form the word.

Outcome of this activity:

1. Reading is made interesting for the child and the child is enabled to read words easily.
2. Through various words used alongside the pictures, the child also becomes familiar with all the letters of the alphabet.



STAR - WEAVING

This handwork material can be given to children with the age group of 3.5-5 years. This can be used as an individual occupation as well as a group activity for the class. The material is a circular cardboard with blade like edges cut out in odd numbers of 13, 11, 9 or 7. A ball of coloured threads is attached at one end and this is used to weave alternately around the blades which results in a colourful spider web like pattern. The finished material can be used either as a plate or bent to make a picture.

Outcome of this activity:

1. The child's attention is well secured as he repeatedly passes the thread around the star.
2. The child will be alert and active as he has to weave alternately up and down.
3. The child develops good control over the use of his finger muscles.



COLOUR MATCHING - 2

The material consists of 6 big cards cut like regular octagons with small cards in the shape of isosceles triangles which can be fitted to the sides of the octagons. All the octagon cards will have the same colour on one side and different colours on the other. The 8 isosceles triangles of each octagon with the same colours in them. Played as a group activity, each child will get a turn to colour match the right triangle to the octagon.

Outcome of this activity:

1. Recognition of colours.
2. Improvement of skill and accuracy to fit the triangles to the octagons.
3. When this is played as a group activity, the child learns how to behave socially.



DOUBLE-BEADS

This handwork is given to children of age 5 years. While doing this handwork, the children are expected to follow the instructions of the teacher. The teacher gives stepwise instructions for beading and creating a pattern.

Outcome of the activity:

1. During this handwork, the child has to show attention to every instruction given.
2. The child will show skill as well as remember the order and arrangement of the pattern of beads to be threaded.
3. The child's memory power is developed.
4. The aesthetic sense of the child is kindled to create attractive coloured patterns.
5. The end product will create in the child a sense of achievement and delight in completion of the pattern.

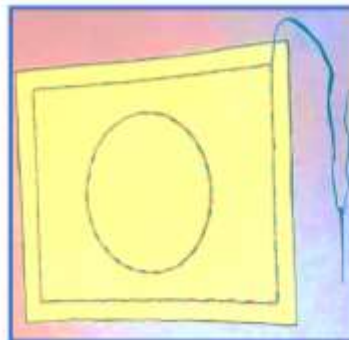


SHOE-LACING

This material consists of a long rectangular cardboard having 8 pairs of holes with shoe-eyelets fixed in them. The child is provided with a shoe-lace to pass crosswise through the holes just as we do when lacing a shoe.

Outcome of this activity:

1. The child learns to lace a shoe correctly.
2. His little fingers acquire the skill and ability while he puts forth the persistent effort in trying to master the new handwork.



STITCHING - CARD

This is a handwork item given to children in the age group, 4-5 years. A rectangular card with the outline of a simple object is drawn on it. Holes are made along the outline with the point of a needle. This is given to the child with a coloured thread and a needle to stitch along the outline.

Outcome of this activity:

1. The child acquires the practical skill of stitching with a needle.
2. Going up and down through the holes teaches the child patience, attention, observation and concentration in achieving a task.
3. The child's finger muscles are under his control as he learns to use little things.
4. Having achieved the outcome, the child feels happy, while having learnt to be disciplined, deriving great satisfaction and self-confidence when he completes his stitching card.



THE RATTLE

This is a handwork item for older children in the age group, 6 years and above in kindergarten. It can be easily made by putting some pebbles in an empty match-box and then fixing it to the end of a stick. The pebbles put into the box give the rattling sound on shaking the match-box. Coloured paper is used to cover the match-box making it more attractive in appearance.

Outcome of the activity:

1. The child derives a great satisfaction and pleasure in creating this article on his own, which can be used as a present for the younger siblings at home.
2. The child develops an interest and taste for indulging in handicrafts even at an early stage of childhood.

3.6 METHODS OF TEACHING:

- **Lecturing:**

This method is one among the several teaching methods. Although in schools it's usually considered the primary one, this method is most convenient for the institution, especially with large classroom sizes. When there are several students in a classroom at once, lecturing is done for conveying the information.

- **Demonstrating:**

This process of teaching is done using examples or experiments.

This is similar to written storytelling and examples in that they allow students to personally relate to presented information.

- **Collaborating:**

This establishes a personal connection between students and the topics of study and it helps students think in a less personally based way. It allows students to actively participate in the learning process by talking with each other and listening to other group projects and discussions.

3.7 FIVE -WAY OF TEACHING:

1. Literature / writing station – Learning Concept.
2. Construction / Sensory Station – Art & Craft.
3. Imagination station – Story Time.
4. Music & Movement station – Outdoor Play, Rhymes & Dance.
5. Exploration / Discovery station – Competition / Games.

3.8 SEVEN MOST IMPORTANT SKILLS:

1. Gross Motor Skills - Physical
2. Fine Motor Skill - Muscle Coordination
3. Cognitive Skill - Mental Skill
4. Language Skill - Listening / speaking / reading / writing.
5. Music Skill - Auditory discrimination.
6. Creative /Aesthetic Skill - Art expression.
7. Life Skill

3.9 GIVING IMPORTANCE TO THE FIVE SENSES:

Arts and Crafts, Rhymes and Stories are incorporated into the Montessori mode of education in order to ensure the complete use and exploitation of the 5 senses of the child. This will enable the teachers to identify the skills sets of the child and specifically the areas where extra care needs to be given. More importantly, the child will be trained to use all his senses in some way or the other.



CHAPTER 4 – PRE SCHOOL AND PERSONAL MANAGEMENT

AN INTRODUCTION

Pre-school institutional planning has to be done with great care keeping in mind that the pre-school is servicing very young children. From the womb till age 2 or 2.5 years or so, the child grows in the safe zone that the mother has created for them. As they grow, they understand relationships like that with their father and then grandparents. Anywhere the child goes is always with their safety system, their loving family. Coming to the pre-school will be the first time that the child is venturing into a new environment, meeting new faces all around. The parents also place all their confidence on the management of the school, believing that their child will be well taken care of.

The first teacher that the child is placed with is the most significant person who can make such a huge impact and difference in the child's life. The responsibility is to be shouldered efficiently and with compassion. Experienced personnel with the knowledge of the system should be enlisted; people capable of budgeting and acquiring all the materials required to equip the classrooms, all the while keeping in mind the child's safety.

This service should be viewed through the lens of social service as this pre-school system helps the parents who are employed, especially when they do not have any family to help them out. So, this pre-school becomes the second family for the child. Hence, a familial feel should be created to bring cheer to the children who are enrolled into the school.

Education is a conduit that is acceptable to the parents as they will be happy their child is being educated and taught creative things besides mingling well with other children. All things to be developed or schemes to be implemented, when done through the school system have an extensive reach besides the authenticity factor. If there is medical drive, for instance, a covid vaccination camp through the school for the children, all parents will be ready to get their child vaccinated because of the trust they have on the school system and the team that runs it.

Hence, setting up a Pre-school Facility should not only be looked upon as a business venture but also a social outreach programme benefitting young children and through them, the parents.

All norms are to be followed while planning. The environment should be inviting to the child and his/her parents. Care should be taken while recruiting the staff, teaching and non-teaching. The facility should be maintained clean at all times ensuring the health safety of the children. The environment should be safe, so all constructions should be done ensuring the safety factor and making it child friendly – especially the washrooms, play area, etc.

A good rapport should be had with the parents. They should be updated on the progress of their children. Approachability is something all parents should feel especially since they are entrusting their children into the care of the teachers.

Good relationships should be maintained at all levels and the management should be kept abreast on a regular basis of all the developments and progress in the pre-school activities. All staff should take a pro-active role to do their very best and consider these children as their own, serving compassionately without compromising on standards to be maintained.

4.1 Site Selection

The site selection process includes a detailed evaluation of project needs which are then measured against the merits of potential locations. The process typically includes selecting and evaluating communities, real estate site analysis and acquisition, and may include negotiating tax incentives. The main factor to be considered is to provide the children with a safe environment for study and play.

4.2 Pre-primary School building and equipment

Preschoolers and teachers need to have the proper selection of materials and supplies available to facilitate and maximize the education of students. To keep kids actively exploring through play and continuously learning, here are ten classroom must-haves for every preschool.

Classroom Must-Haves

Rest Mats and Floor Cushions

- Whether it is naptime, story time, or playtime, preschoolers love to be comfortable on the floor. Providing rest mats, floor cushions and parking spots will keep children relaxed during times of rest, play, and learning.

Blocks and Puzzles

- Blocks and puzzles help engage and challenge the minds of youngsters. Discovering, building and exploring with blocks and puzzles offers hands-on education. With these tools and toys, little learners can begin to understand concepts that include balance, gravity, sorting, and organization.

Dramatic Play Area

- Providing a space for children to bring their imagination to life with the help of costumes, props, and even puppets are on the preschool classroom must-have list. Dramatic play helps toddlers to explore real life scenarios, as well as, perform pretend play ideas.

Reading Nook

- With books, magazines, and other resource materials for children to explore on their own or in groups, incorporating a reading nook is essential for students. Giving toddlers the opportunity to discover letters, words, picture books, and storybooks makes learning fun.

Tables and Chairs

- Engaging in school curriculum or creative activities, tables and chairs are a necessity for any classroom. Incorporating strong and comfortable seating with sturdy tabletops both assist in the education of little learners by providing them with proper classroom furniture to learn their best.

Art Supplies

- Arts and crafts are a big hit with early learners. Keeping a variety of art supplies including items such as crayons, paint, construction paper, glue and scissors gives children the tools to create and design an assortment of preschool crafts to display throughout the classroom or take home to their families.

Music Center

- Setting up an area where toddlers can explore music is a must-have. Listening to different styles of music, exploring a variety of instruments, and dancing and moving to the beats give children a way to learn through exploration. Add a little flair with some rhythm scarves, dancing ribbons, and hula-hoops.

Manipulatives

- Counters, lacers, and tracers all provide hands-on learning for preschoolers. Manipulatives give children fine motor practice while teaching early educational skills.

Storage

- With all the items necessary for a preschool classroom, storage is essential. Taking advantage of pieces such as bookshelves, pocket charts, and clear storage containers to help keep things neat and organized will only benefit everyone in the class including teachers and students. Having supplies easily accessible to toddlers helps to strengthen and build personal individual qualities such as independence and responsibility.

Outdoor Play Items

- Preschool learning isn't only completed in the classroom, but outside as well. It is important to get toddlers outdoors in nature to run, play, and explore. Providing items such as wagons, trikes, rockers, slides and more gives little learners a way to get those bodies moving and build both their muscles and minds.

4.3 Importance of Medical Programme:

This is an important requirement in order that the children inculcate good healthy habits for life. Availability of such a service will enable the detection and treatment of diseases early in children and adolescents including identification of malnourished and anemic children with appropriate referrals to PHCs and hospitals.

4.3.1 Different Activities that can be conducted during Medical Programme/Health Promotion Activities:

Primary School	Middle School	High School
Health, growth & development	Puberty & related changes	Prevention of substance abuse
Personal safety	Eye Care, Oral Hygiene	Sexual & Reproductive Health
Nutrition & Physical Activity	Nutrition	Violence Prevention
Hygienic Practices	Bullying Prevention	Unintentional injury
Prevention of Diseases (Covid,Dengue, diarrhoea, malaria, TB, worm infestation and other vaccine preventable diseases)	Prevention of substance abuse	Road safety
	Internal safety & media literacy	Nutrition
	HIV/AIDS	
	Mental Health	

4.3.2 Health Check-up & Maintenance of Records:

Regularised health checkup schemes should be implemented for the early identification of health conditions and for appropriate medical treatment to be given.

Emergency care skills/basic first aid should be imparted to the teachers. Health and Wellness Ambassadors should conduct regular training programmes for all school teachers.

Accordingly, all records of such programmes conducted and students treated must be recorded and stored, physically as well as digitally.

4.4 Montessori Playgrounds:

Montessori classrooms foster children's independence through spacious, open designs with designated areas for different kinds of activities. There are quiet corners for reading, soft rugs and couches, and work tables where a preschooler might learn to count by stringing beads or make words with alphabet letters. Above all, the spaces should be organized, inviting, and calming.

Another facet of Montessori's approach is the outdoors. Children should be able to play with a puddle of water or run bare feet of sand; jump on trampolines, etc.

Playground equipment includes Swings, Slides, See-Saws, Merry-Go-Rounds, Playground Climbers, Spring Riders, Tubes to name a few.



4.5 Record Management

Record management gives the account of progress and direction in which an organization is proceeding and enables a complete assessment as and when required.

4.5.1 Preservation of Record

All records need to be preserved and stored with care. Useless records are to be shredded and disposed in a proper manner. Privacy of records is to be maintained. Records should be arranged in an organized manner making it retrievable at any time by anyone, even after many years. Digitizing records makes accessibility still easier.

4.5.2 Evaluating progress

The preserved records serve as the history of working of the school under various leaderships. They show the direction of growth of the school and will help in charting new ventures besides identifying the strength and weaknesses of the programmes already in place,

4.5.3. Facilitate comparison

Record management helps to evaluate business progress and performance. It helps to comparison between one period of time and another or between same times of business/education.

4.5.4. Helpful in decision making

Records are the memory of business. It is useful for future decisions making process. The study of past records shows direction for future. It supplies information to organization whenever it is needed. Therefore, it helps in making the right decisions.

4.5.5 Efficiency in operation

Record management helps to provide required information with speed and accuracy. It helps to make office work efficient and effective.

4.5.6. Evidence

Records act as evidence in the time of dispute. It is important for the settlement of disputes should they arise.

4.5.7 Concept of Record Management

Record management is the area of office management which deals with the maintenance of records of organization. It is very important for management to control of records. It is an art of handling and maintaining office records from the time of creation to disposal. The records are systematically maintained to preserve for future use. Record management refers to the activities designed to control the life cycle of a record.

4.5.8 Stages of record management

4.5.8.1. Creation of records

This is the first stage of record management. It is the most important stage. In this stage records are either created inside the organization or are received from outside the organization in form of letters or notices.

4.5.8.2. Storage of records

This is the second step of record management. Once records are created, they must be retained or protected. This stage is also known as retention of records. It is the preservation of records for future reference. The records are recorded in such a way so that it can be easily located in the required time.

4.5.8.3. Use of records

Use of records is the third stage of record management. At this stage, the stored records in the past are used for planning, organized, deciding, and preparation of accounts and so on.

4.5.8.4. Disposal of records

It is the fourth and last stage of record management. Records cannot be stored forever. Outdated records must be destroyed or disposed.

4.6 About Headmasters

4.6.1 Role of the Headmaster

- The role of the headmaster is very important and comprehensive because educational expansion is still in its infancy and various traditions and evil practices such as casteism and provincialism are still prevalent in our country and society. The position of the headmaster in a school is like that of a captain in a ship.
- The headmaster should be firm in his dealings, resolute in his conviction and decisions, relentless in his execution.

A Headmaster has to perform multifarious duties. They can be categorized conveniently into the following:

Teaching:

Teaching is his fundamental duty. Headmasters remain so much absorbed in other duties that they never enter classes. They should deliver or guide demonstration classes. Taking a few classes bring them in contact with the children and a sense of attachment develops between the headmaster and the students.

Despite some frustration of administration and demands on his time improvement of instruction is one of the most important responsibilities and duties of Headmaster. The headmastership and leadership are synonymous in education. He is the key person tasked with the responsibility of improving instruction.

By actually teaching, the headmaster comes to know the standard of pupils in different classes and the standard of teaching in the school as a whole.

In spite of the fact, that Headmasters are over-burdened with a number of other duties; they should be first rate teachers being conversant with content and the latest methods of teaching.

4.6.2 Specific Duties of Headmaster

4.6.2.1. School Supplies:

Specification of each item is to be laid down and quotations have to be invited and approved by the headmaster. Goods ordered should be inspected and checked on arrival. Headmaster is to appoint a selection committee for purchase and maintenance of equipment.

4.6.2.2. School Campus:

The school plant should provide adequate educational services. Best use of all the rooms, laboratories, workshops and the farm should be made. In case of over-crowding of students, they may be permitted to attend laboratory sessions in groups. School may be used for its specific uses. All school buildings should be guarded against building hazards. The perfect up-keep of the school campus should be the primary concern of the headmaster.

4.6.2.3. Co-Curricular Activities:

The overall management of school co-curricular activities is the headmaster's responsibility. Various activities may be delegated to staff members with the appropriate qualification and previous background, interest and aptitude. Adequate budget allotment should be made for these activities to be conducted smoothly and regularly. All wastage and unnecessary expenditure should be checked.

4.6.2.4. Office:

The modern conception of the headmaster's office is that, it is a service centre. Communication with higher authorities, the parents, the public, the teacher and the students orchestrated by the headmaster.

Things to be noted w.r.t the office are as follows:

- (i) The office must be located in a suitable place. It must be adequately spaced and proper up-keep ensured.
- (ii) Office work must be distributed adequately among members of the office staff. The headmaster must supervise their work, check irregularities, check inefficiency and ensure regular and prompt work.
- (iii) The headmaster must decide on the time to be devoted for office work.
- (iv) Office duties should be scheduled.

(v) Duties of Headmaster prescribed by Education Department and Managing Committee should be strictly followed.

(vi) The headmaster should strictly obey the rules and regulations laid down by the University or school Board, to which the school is affiliated.

(vii) Routine duties of the headmaster will be admission, checking class registers, cash book, acquaintance roll, attendance registers accounts of various fees and fines.

Adherence to all these general duties and specific responsibilities of the headmaster will go a long way towards making schools better.

4.7 Functions of Teachers

The role of a teacher is to help students apply concepts, such as math, English, and science through classroom instruction and presentations. Their role is also to prepare lessons, grade papers, manage the classroom, meet with parents, and work closely with school staff. Being a teacher is much more than just executing lesson plans, in today's world a teacher's role is a multifaceted profession; they carry the role of a surrogate parent, class disciplinarian, mentor, counselor, book keeper, role model, planner and many more.

Elementary school teachers play an important role in the development of students. According to the Occupational Outlook Handbook offered by the Bureau of Labor Statistics, elementary school teachers are often the sole source of a student's learning experience. What students learn in their formative years can shape how they are in the future.

Teachers are responsible for stimulating maximum learning in the pupils assigned to them by providing a good environment and by guiding sound curriculum experiences and activities in the classroom, the school, and the community.

They are to:

- attend the morning assembly daily on time.
- address the students on moral principles, social and environment issues.
- **follow the conduct rules** notified in CCS (Conduct) Rules 1964 & CCS(CCA) Rules 1965
- **maintain the Teacher's Diary** regularly with the **lesson plan**.
- **reach the class on time** for teaching.
- **evaluate the students from** time to time
- **conduct regular meetings** and discuss the methods to improve the performance of students in the subject.
- make best use of the TLM money and Pupils' Welfare Fund to develop relevant teaching learning material
- prepare well each and every aspect of the lesson before the delivery of the lesson
- motivate the students before the actual delivery of the lesson

- link the topic with the previous knowledge of the students
- develop and use the relevant teaching aid
- use a combination of different methods and techniques of teaching
- interact with the students to induce curiosity, motivate, and provoke thinking, imagination and application of the concept taught
- give activity/application- based work/assignment beyond the book, with guidance to use various resources and keep a record of the work given
- maintain cleanliness and discipline.

4.8 Meaning of Supervision:

Supervision and administration are the two combined functions which are mostly blended in one. Administration means performance of certain routine duties in connection with finance, discipline, correspondence etc. By supervision it is meant the overseeing the work done by the teaching staff. Supervision is improving the total teaching learning situation. Supervision also means instructing, guiding, monitoring and observing the employees while they are performing jobs in the 66ealizes66ion.

This situation is no more “detection or fault finding.” A Headmaster should follow the following principles of supervision.

1. Its purpose is to help, encourage and guide rather than criticize.
2. It should be done in a spirit of cooperation.
3. It should be done regularly and effectively.
4. Partiality and prejudice should find no place in it.
5. The criteria of supervision should be known to teachers.

Supervision is the act or function of overseeing something or somebody. A person who performs supervision is a “supervisor”, but does not always have the formal title of supervisor. The term “supervisor” typically refers to one’s immediate superior in the workplace, that is, the person whom you report directly to in the organization. For example, a middle manager’s supervisor typically would be a top manager.

4.9 Meaning of Inspection:

This is the first and foremost function of supervision that classes are to be inspected by the inspecting officers. It may be the headmaster of the concerned school or school inspector. This is the first supervision in the sense that the teacher becomes alert about his duties and responsibilities after being sure that his duties can be inspected all of sudden when he is in the classroom. So this type of supervision activates the teacher to have proper readiness to deliver good teaching in the classroom.

Besides, there are teachers who don't discharge their duties properly after knowing all these things. And it has been seen that they are penalized for not taking the class in time. On the contrary the sincere teachers are rewarded for rendering proper duties and responsibilities. This type of supervision is acceptable in almost all the developed countries of the world till now because of its balanced and positive effect on all the elements which are closely associated with it.

Critical appraisal involving examination, measurement, testing, gauging, and comparison of materials or items. An *inspection* determines if the material or item is in proper quantity and condition, and if it conforms to the applicable or specified requirements.

An *inspection* is, most generally, an organized examination or formal evaluation exercise. The [act](#) of [looking](#) at something [carefully](#), or an [official visit](#) to a [building](#) or [organization](#) to [check](#) that everything is [correct](#) and [legal](#).

4.10 Qualities of Good Supervision:

- Interactive Communication Skills: Without an ability to make your desires clear, your employees won't know how to accomplish the tasks you delegate.
- Empathy
- Ability to Delegate
- Flexibility
- Confidence
- Humility

4.10.1 Very Important Qualities in a Supervisor

- **Creativity:** The supervisor must have the ability to come up with new responses to situations. They must have new ideas and also be able to recognize a good idea when it comes from another source.
- **Mental agility:** The supervisor must have the ability to grasp problems quickly, to think of several things at the same time, and assess the whole situation quickly. In the busy modern world of business this quality is necessary for success.
- **Learning habits:** Effective supervisors are independent as learners. They take responsibility for the rightness of what is learned, and are not dependent on others.
- **Self-knowledge:** Whatever the supervisor does is affected by their own view of their job and role, objectives, strengths and weaknesses etc. So they must be aware of these attributes. Hence the supervisor must develop skills of looking at himself critically.

4.10.2 Different Types of Supervision:

Types of Supervision: Autocratic, Laissez-faire, Democratic and Bureaucratic Supervision!

Types of supervision are generally classified according to the behaviour of supervisors towards his subordinates. These are also called as techniques of supervision.

4.10.2.1 Autocratic or Authoritarian supervision:

Under this type, the supervisor wields absolute power and wants complete obedience from his subordinates. He wants everything to be done strictly according to his instructions and never likes any intervention from his subordinates

4.10.2.2 Democratic supervision:

Under this type, supervisor acts according to the mutual consent and discussion or in other words he consults subordinates in the process of decision making. This is also known as participative or consultative supervision. Subordinates are encouraged to give suggestions, take initiative and exercise free judgment. This results in job satisfaction and improved morale of employees.

The importance of democracy is not only recognized in political perspective but also recognized mostly as a way of life. It means there should be the influence of democracy on all aspects and spheres of human life. In this context education is not escaped. This type of supervision is highly appreciated in the modern educational system which points out that overall development of teaching and learning is the responsibility of one and all who are directly or indirectly linked with this process.

4.10.2.3 Bureaucratic supervision:

Under this type, certain working rules and regulations are laid down by the supervisor and all the subordinates are required to follow these rules and regulations very strictly. A serious note of the violation of these rules and regulations is taken by the supervisor.

This brings about stability and uniformity in the supervision. But in actual practice it has been observed that there are delays and inefficiency in work due to bureaucratic supervision.

4.10.2.4 Absolute Freedom:

This type of supervision gives absolute freedom to the teachers to deliver their teaching in his own light that he feels the best for his students. There is no hard and fast rule for him to follow guidelines of a sound teaching programme and appropriate methods of teaching for different subjects. This type of supervision is not suitable in the modern context as it stresses on the autocratic attitude of the teacher in teaching in one point and no inspecting authority to inspect his teaching. However, it is a type of supervision which was used in United States of America ones upon a time.

4.10.2.5 Compulsion Type:

In this type of supervision autocracy goes to the inspecting personnel. It means as the supervision is meant for the teachers in relation to their teaching performance and it is desirable for him to deliver their teaching performance in a lucid manner. For this they have to act in accordance to the rules and regulations of the modern principles of teaching. But it is a matter of great regret that in this type of supervision the teacher has to teach in accordance of the guidelines prescribed by the inspecting officers

As there are inspecting officers who have their own principles of teaching which are not suitable compel the teachers to teach accordingly. As a result of which the teacher loses his freedom, dignity, originality in this regard. Besides he becomes afraid, frustrated and incomplete in his teaching.

This type of supervision leads to creation of misunderstanding in human relationship between inspecting person and the teacher. But it can be seriously said that the inspecting officers who are good and humble in nature and having balanced personality don't exercise their autocratic attitude in supervision. This tendency among good inspecting officers enables the teacher to teach properly.

4.10.2.6 Training and Direction:

This type of supervision is appreciated in the modern educational system because of its positive and lasting impact on the teaching performance of teachers. To this supervision as students or pupils are the central points in the teaching learning process, the teaching programme should be in accordance to the needs of every child. For this the teachers should be given in-service training on the latest developed methods of teaching for different subjects. After that the supervision work should be done. This type of supervision develops a great deal of interest, self-confidence and creativity among teachers to teach their subjects.

4.11 Explaining the safety Precautions to be taken in a school:

Basic concern for children necessitates ensuring safety for children.

1. Play space should ensure safety of children i.e., prevent children from running out and getting hurt from grievous injury.
2. The doors should be light in weight and should not be of self-locking or swinging type.
3. There should be screens/guard for all the windows.
4. Materials that can harm the children like tools,
5. No toxic colours/ paint should be used for play equipment they should be unbreakable and cleanable
6. The equipment should be placed so as to avoid danger of accident or collision and to permit freedom of movement
7. The equipment should not have sharp/ jagged corner, nails, etc and should be of sound construction
8. Maintenance of outdoor equipment should be regularly altered to, in order to protect children from injury.
9. Play material should not have any loose parts in it which children may swallow by mistake.
10. Any arrangement made by the pre-school for transporting children should be safe, comfortable and convenient.
11. The building and all its equipment should be maintained in safe clean and good repair conditions

Discuss the advantages of the time table

The time table is very essential for every school, below are some of its advantages.

1. Fair distribution of work to staff is possible.
2. Regulate the total work of the school => progress in school work.
3. Ensure due attention to each and every subject
4. Saves wastage of time and energy.
5. Inculcates good habits of being regular and punctual.
6. Ensure programmes towards achieving the objective of education.
7. Bring a regularised system in school life. Avoid the problem of indiscipline.
8. Time table is a pre-planned programme of the school. The teacher should know what they have to teach.

9. Fatigue of the students and the teachers is well taken care of while preparing time table. Every care is taken that a teacher may not be given all cautioners working periods.

This time table helps not only in facilitating the work but it also helps in bringing efficiency in the working of the school. Time table is very crucial for the effective working of the school process.

Importance of Discipline:

- Every individual, every society, every nation needs to be disciplined to be well mannered, well cultured, well-educated and a fully developed one.
- The discipline cannot be developed within a day or two, it needs a lot of patience, courage, perseverance and efforts.
- Making individuals self-disciplined is not the duty of the school alone, it is combined responsibility of one and all covered with the individuals ie., home, the society, the of the nation etc.,
- Discipline in schools generally means, order and system in doing things, regularly and obedience to commands.

Problem of indiscipline:

- Discipline is the life – blood of an educational institution.
- The problem of indiscipline is one of the dominant problems faced in a public school
- The youth feel dissatisfied and disconnected with them situations where they are placed – which results in disciplined
- Secondary education commission observed that no amount of improvement and reconstruction in education will bear much fruit if the schools themselves are undermined by indiscipline
- “Failure to take effective at this stage can so aggravate the problem that it may share the very foundation of our nation life” -Prof. Humayun Kabir.

The School Calendar.

- The school calendar is actually the planning done for the school in black and white for the whole academic session.
- It conveys fully what type of activities, function, etc., the school will have.
- Every good headmaster tries to have school calendar prepared with the association of staff keeping in view the good of bad experiences of the past.

The following items are contained in the calendar

1. Holiday of all types.
2. Dates of in-house examination and annual examination
3. Dates of different school functions and its corresponding in charge.
4. Dates of Tournaments.
5. Dates of picnics, tours, excursions, etc.,

What are the contents of admission and withdrawal register?

The admission and withdrawal registers are the most important registers maintained in the school. It contains the particulars of every student admitted to the school and students who leave the school.

The register should be properly maintained following the department rules and regulations. Whether it is an admission or a readmission, it must reflect in the register.

The particular as shown in this register are:

1. Admission number or serial number as given in register.
2. Date of admission
3. Date of birth
4. Permanent home address
5. Class to which admitted
6. Class while leaving
7. Date of leaving

What are the offices/rooms within the school compound?

- **Head Master's office:**
Generally, it is near the entrance to the school or it is in front which catches the sight of everyone coming to the school.
- **The School Office:**
Should be near to headmaster's office as possible since the complete clerical work is to be carried on there.
- **Class Rooms:**
Classrooms in a school are of various types mostly rectangular types suit well. Some of the schools have semicircle in shape

CHAPTER 5 – HEALTH, NUTRITION & PHYSICAL EDUCATION

AN INTRODUCTION

Between the age period of 1-6 years, changes will be observed in the rate at which a child grows and shows noticeable development. How a child develops his/her personality is influenced by the quality and quantity of the food consumed and their food preferences. It is therefore, vital to monitor the food intake in terms of the energy given, percentage of protein, carbohydrates, starchy food, vitamin enriched food. The idea is that the child should have a wholesome diet which keeps the child active and healthy and to keep the child away from Protein-Energy Malnutrition (PEM) which is prevalent in Pre-schoolers. Obesity is seen early these days because of the children's love for fast food. Hence, nutritional assessment is necessary for all pre-schoolers.

The family has a major role to play in the food habits of pre-schoolers. The parents have to take care of their child's health without making a comparison with the neighbour's child who probably is a good sports person. Care should be taken to understand one's own child's make-up besides identifying the skill set of the child. If the child is interested in thinking games, the diet may be upgraded to include more vegetables which help out in this direction. A well-balanced nutritional diet is something to be concentrated on.

Children should be encouraged to involve in physical activities while at home as opposed to being glued to the TV or the computer playing games. Both these are deterrents to a child's growth and developed and is the main reason for obesity at a very young age.

Each child is God's creations and gift to parents and the society. Each child is unique. Each child's needs are unique. Each child's physical make-up is unique and God created. Hence, each child's nutritive needs are also unique and should not be compared with that of any other child's nutritive intake. A family meal together is to be encouraged to bring in a sense of discipline to eating habits, especially with respect to the table manners with a strict emphasis of not using mobile phones at the dinner table.

5.1 Meaning of Health

As defined by World Health Organization (WHO), it is a “State of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity.”

Health is a dynamic condition resulting from a body’s constant adjustment and adaptation in response to stresses and changes in the environment for maintaining an inner equilibrium called homeostasis.

5.2 Definition of Health

Health is defined as a relative state in which one is able to function well physically, mentally, socially, and spiritually in order to express the full range of one’s unique potentialities within the environment in which one is living. In the words of René Dubos, “health is primarily a measure of each person’s ability to do and become what he wants to become”.

The condition of being sound in body, mind, or spirit *especially*; freedom from physical disease or pain also defines health.

5.3 Different kinds of Health:

5.3.1 Physical Health

“Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity”.

Physical health can refer to a person’s physical activity level, diet, nutrition, sleep cycle, and level of consumption of alcohol or drugs.

Physical health consists of many components:

- Physical activity – includes strength, flexibility, and endurance
- Nutrition and diet – include nutrient intake, fluid intake, and healthy digestion
- Alcohol and drugs – include the abstinence from or reduced consumption of these substances

- Medical self-care – includes addressing minor ailments or injuries and seeking emergency care as necessary
- Rest and sleep – include periodic rest and relaxation, along with high quality sleep

5.3.2 Mental Health

Mental health is “a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.”

‘Mental health’ is often used as a substitute for mental health conditions – such as [depression](#), [anxiety](#) conditions, schizophrenia, and others.

5.3.3 Moral and Social Health

MORAL EDUCATION in Health and Social Care involves pupils recognizing and understanding that values, attitudes and beliefs about what is right or wrong, good or bad, will differ in both individuals and communities. Such issues directly impact day-to-day decisions that individuals make in their lives both regarding themselves and their loved ones e.g. children, parents. Christian values such as compassion, forgiveness, integrity and justice are considered in relation to service users and service providers.

SOCIAL EDUCATION in Health and Social Care involves pupils developing their social skills as they work in pairs, small groups and whole class situations. It involves them understanding the impact of social, emotional and cultural factors on health and wellbeing, and how society influences people’s lives in many ways. Opportunities also exist to consider questions of group identity, belonging and behaviour which influence individuals across the life stages. This includes employing Christian values such as compassion and forgiveness in classroom relationships.

5.4 Diseases

Infectious diseases are disorders caused by organisms — such as bacteria, viruses, fungi or parasites. Many organisms live in and on our bodies. They are normally harmless or even helpful, but under certain conditions, some organisms may cause disease.

Some infectious diseases can be passed from person to person. Some are transmitted by bites from insects or animals. And others are acquired by ingesting contaminated food or water or being exposed to organisms in the environment.

Signs and symptoms vary depending on the organism causing the infection, but often include fever and fatigue. Mild infections may respond to rest and home remedies, while some life-threatening infections may require hospitalization.

Many infectious diseases, such as measles and chickenpox, can be prevented by vaccines. Frequent and thorough hand-washing also helps protect you from most infectious diseases.

5.4.1 Causes and Symptoms of diseases

5.4.1.1 Symptoms

Each infectious disease has its own specific signs and symptoms. General signs and symptoms common to a number of infectious diseases include:

- Fever
- Diarrhea
- Fatigue
- Muscle aches
- Coughing

5.4.1.2 Causes

Infectious diseases can be caused by:

- **Bacteria** – These one-cell organisms are responsible for illnesses such as strep throat, urinary tract infections and tuberculosis.

- **Viruses** – Even smaller than bacteria, viruses cause a multitude of diseases — ranging from the common cold to AIDS and in recent times, different variants of COVID.
- **Fungi** – Many skin diseases, such as ringworm and athlete's foot, are caused by fungi. Other types of fungi can infect your lungs or nervous system.
- **Parasites** – Malaria is caused by a tiny parasite that is transmitted by a mosquito bite. Other parasites may be transmitted to humans from animal feces.

5.5 Food, Physical Education, Health & Nutrition

Need for Food

Food is something that provides nutrients. Nutrients are substances that provide: energy for activity, growth, and all functions of the body such as breathing, digesting food, and keeping warm; materials for the growth and repair of the body, and for keeping the immune system healthy.

5.5.1 Physical Education:

1. Kids as well as adult's benefit from regular exercise.
 2. Stronger Muscles and bones means increased coordination and energy.
 3. Physical exercised results in a decreased risk of developing chronic diseases such as types 2 diabetes.
 4. Physical education is a course taught in schools that focuses on developing physical fitness and ability to perform and enjoy day to day physical activities.
 5. Regular physical education classes prepare kids to be physically- mentally active and healthy.
 6. Elementary and middle school- curriculum includes activities that helps kids to obtain and improve skills.
- {ex} Running, Catching, Throwing and Striking

7. High school-curriculum: Focusing on life time sports skills, like Tennis, Aerobic dance, Team sports etc.,

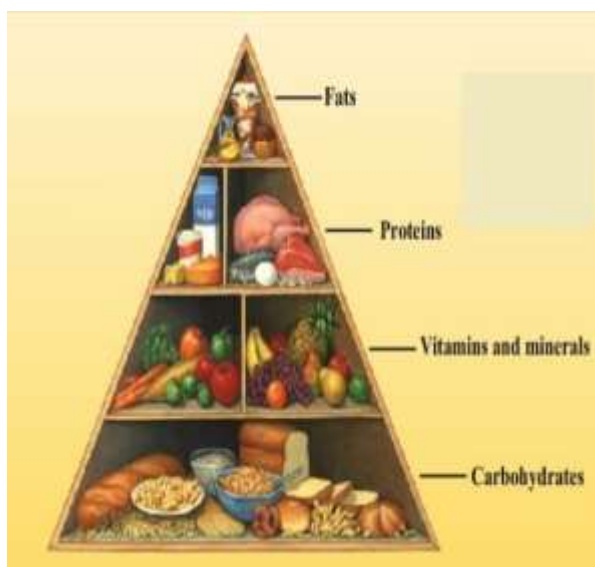
8. It helps to develop social skills.

5.5.2 HEALTH & NUTRITION:

1. Physical education classes teach the health benefits of regular exercise and healthy food choices.

2. Students of any age might be asked to dedicate themselves to make a few small changes and improvement in diet and exercise for a period of six weeks.,

5.5.3 Components of food and their deficiencies



Vitam in / Mineral	Deficiency disease/disorder	Symptom s
Vitamin A	Loss of vision	Poor vision, loss of vision in darkness (night), sometimes complete loss of vision
Vitamin B1	Beriberi	Weak muscles and very little energy to work
Vitamin C	Scurvy	Bleeding gums, wounds take longer time to heal
Vitamin D	Rickets	Bones become soft and bent
Calcium	Bone and tooth decay	Weak bones, tooth decay
Iodine	Goiter	Glands in the neck appear swollen, mental disability in children
Iron	Anaemia	Weakness

Components of Food & diseases caused due these deficiencies

5.5.4 Balanced Diet:

A diet that consists of right amount of essential nutrients such as carbohydrates, proteins, fats, vitamins, minerals, roughage and water required by the body is called balanced diet.

A balanced diet ensures the supply of the entire required nutrient in just the right amount to the body. The balanced diet of a person differs from the other as the bodily functions and the overall energy requirement for the body differ from person to person. A balanced diet is essential and vital for the optimal growth and development of the body.

5.6. Meaning of Nutrition:

The act or process of nourishing or being nourished; specifically, the sum of the processes by which an animal or plant takes in and utilizes food substances.

Nutrition is the science that interprets the interaction of [nutrients](#) and other substances in [food](#) in relation to maintenance, growth, reproduction, health and disease of an organism. It includes food intake, absorption, [assimilation](#), [biosynthesis](#), [catabolism](#) and excretion.

Nutrition is nourishment or energy that is obtained from food consumed or the process of consuming the proper amount of nourishment and energy.

5.7 Meaning of Malnutrition:

Malnutrition is caused by eating a diet in which nutrients are not enough to maintain healthy tissues or are too much such that it causes health problems. It is a category of diseases that includes **under nutrition** and over nutrition. Over nutrition can result in obesity and being overweight.

5.8 Nutrients required during Pregnancy:

Calcium

Helps to build strong bones and teeth. Main sources include milk, cheese, yogurt, and sardines. During pregnancy you need 1,000 milligrams (mg)/day.

Iron

Helps red blood cells deliver oxygen to baby in the womb. Sources include lean red meat, dried beans, peas, and iron-fortified cereals. During pregnancy, a carrying mom needs 27 mg/day.

Vitamin A

This vitamin is required for healthy skin, eyesight, and bone growth. Carrots, dark, leafy greens, and sweet potatoes are good sources. During pregnancy, 770 mg/day.

Vitamin C

Promotes healthy gums, teeth, and bones, and helps your body absorb iron. Good sources include citrus fruit, broccoli, tomatoes, and strawberries. During pregnancy 85 mg /day is required.

Vitamin D

Aids your body in the absorption of calcium to help build the baby's bones and teeth. Sources include exposure to sunlight, fortified milk, and fatty fish, such as salmon. During pregnancy, 600 international units (IUs)/day is required.

Vitamin B6

Helps form red blood cells and helps your body use protein, fat, and carbohydrates. Vitamin B6 is found in beef, liver, pork, whole-grain cereals, and bananas. During pregnancy, 1.9 mg/day is required.

Vitamin B12

Helps form red blood cells and maintains your nervous system. This vitamin is found only in animal products. Good sources include liver, meat, fish, poultry, and milk. During pregnancy, 2.6 mg/day is required.

Folate (Folic Acid)

Folate is important for the production of blood and protein. It also reduces the risk of neural tube defects (a birth defect of the brain and spinal cord). You can find folate in green, leafy vegetables, liver, orange juice, legumes (beans, peas, lentils), and nuts.

At least 400 micrograms of folate is required daily before pregnancy and during the first 12 weeks of pregnancy to reduce the risk of neural tube defects. During pregnancy, doctors recommend to get 600 micrograms every day.

Prenatal Vitamins

Vitamin and mineral supplements cannot replace a healthy diet. Most doctors recommend that pregnant women take a prenatal vitamin and mineral supplement every day in addition to eating a healthy diet.

Taking a supplement ensures that you and your baby get enough important nutrients like folic acid and iron. But don't overdo it — taking too much can be harmful for you and your baby.

5.8.1 Awareness of Preschoolers' health

Making conscious choices about preschool children's health today can lead to good habits and good behavior throughout childhood. After all, teaching your preschooler to make healthy food choices now sets the stage for a lifelong healthy diet. Putting childhood bedtime problems to rest can ensure good sleep for both you and your preschooler for years to come.

Understanding typical preschool developmental milestones can help you monitor your preschooler's growth and development.

Health problems of preschool children (3–6 years old) will not only have a serious impact on their physical development, but it also will have negative effects on the child's cardiovascular, respiratory, and endocrine systems, liver function, bone mass density, psychosocial behavior, and other aspects, and will increase the risk of obesity, hypertension, mental illness, and other related chronic diseases in adulthood.

Most of the poor health conditions are caused by unhealthy lifestyles of preschool children, as revealed by a global review that showed that preschool children spend 10 hours a day in sedentariness.⁸ There is not only a strong positive correlation between sedentary behavior and the level of overweight and obesity in children and adolescents, but also found that it has become the fourth leading risk factor for coronary heart disease after smoking, hypertension and hypercholesterolemia.

Therefore, reducing and preventing children's health problems or unhealthy lifestyles is particularly urgent.

5.8.1.1 Role of preschool teachers regarding health of preschoolers

Preschool teachers assume a variety of roles and responsibilities for the health of preschool children. They should be trained to:

- ❖ provide first aid,
- ❖ promote the self-regulation of preschool children,
- ❖ assume the responsibility and initiative to increase children's health habits,
- ❖ understand children's learning motivation, as well as health problems,
- ❖ and encourage learning in early prevention programs.

Preschool health education should be undertaken by preschool teachers trained in special education on health-related knowledge for preschool children so that they can teach preschool children how to prevent disease and avoid unhealthy behaviors.

5.9 Meaning of First Aid

First aid is the immediate assistance given to any person suffering from a sudden illness or injury, with care provided to preserve life, to prevent the condition from worsening, and/or to promote recovery.

5.9.1 First Aid for:

5.9.1.1 Bleeding:

- Stop Bleeding – Apply direct pressure on the cut or wound with a clean cloth, tissue, or piece of gauze until bleeding stops.
- Clean Cut or Wound. Gently clean with soap and warm water.
- Protect the Wound. Apply antibiotic cream to reduce risk of infection and cover with a sterile bandage.

5.9.1.2 Burning:

- Cool Burn – Hold burned skin under cool (not cold) running water or immerse in cool water until pain subsides.
- Protect Burn – Cover with sterile, non-adhesive bandage or clean cloth. ...
- Treat Pain.

5.9.1.3 Drowning:

- Move the Person. Take the person out of the water.
- Check for Breathing. Place your ear next to the person's mouth and nose.
- If the Person is Not Breathing, Check Pulse.
- If There is No Pulse, Start CPR.
- Repeat if Person Is Still Not Breathing.

5.9.1.4 Broken Bones:

- Stop any bleeding – apply pressure to the wound with a sterile bandage, a clean cloth or a clean piece of clothing.
- Immobilize the injured area.
- Apply ice packs to limit swelling and help relieve pain.
- Treat for shock.

5.9.1.5 Electric Shock:

- Turn off the source of electricity, if possible.
- Begin CPR if the person shows no signs of circulation, such as breathing, coughing or movement.
- Try to prevent the injured person from becoming chilled.
- Apply a bandage.

5.9.1.6 Snake Bite

Venomous **snake bites** can produce an array of symptoms, including localized pain and swelling, convulsions, nausea, and even paralysis. **First aid** steps you can take after a **snake bite** occurs include cleaning the wound, remaining calm, and immobilizing the affected area.

Apply a pressure using an immobilization bandage and keep the person calm and as still as possible until medical help arrives. Avoid washing the **bite** area because any venom left on the skin can help identify the **snake**. **DO NOT** apply a tourniquet, cut the wound or attempt to suck the venom out.

5.9.2 Objectives of First Aid

5.9.2.1 Three C's of an Emergency

There are three basic C's to remember:

- ❖ Check
- ❖ Call &
- ❖ Care.

1. Check

Check means checking for anything unsafe. If the emergency is surrounded by danger, assistance may be needed. Rushing into a scene without taking in present dangers may lead to more harm for yourself or others. For example, if there a car wreck happens in a high traffic area or there is someone in need of help in a fire, you will need to seek assistance. Check the scene before entering it. Take the evolution of the scene. Next check if the victim is breathing. You may need to give specific care such as CPR.

2. Call

In emergency situations, it's important to call 911 immediately. As a first responder, act right away to get help from professionals. Inspect the scene, gather needed information—check for breathing and pulse from any victims, and any

other helpful information. Provide correct information for local authorities and get them involved as soon as possible.

3.Care

After checking the scene and calling for help, provide care until medical professionals arrive on the scene. Monitor the victims breathing. You may need to stop bleeding or perform CPR. Follow the circulation-airway-breathing of first aid.

5.9.2.2 Three P's of First Aid

When it comes to first aid, there are **three P's** to remember:

- ❖ **Preserve Life**
- ❖ **Prevent Deterioration &**
- ❖ **Promote Recovery**

1.Preserve Life

As a first responder to any situation, your first priority should be to preserve life. You may need to perform CPR, stop bleeding or take other action to preserve the victim's life. Start with C-A-B—circulation, airway, and breathing. Assess the quality of the victim's circulation, adjust if needed. Ensure that the victim has no blocks to their airway and that they are breathing. The goal is to prevent the condition from worsening in any way.

2. Prevent Deterioration

Do what you can to keep the victim in stable condition until medical professionals arrive. The goal is to prevent the condition from worsening and prevent any potential further injury. This may mean moving the victim to a safer location, applying first aid, stabilizing them, or just staying with the victim and providing comfort.

3.Promote Recovery

After you've done what you can do with first aid treatment, your job now is to promote recovery. This can be done by encouraging confidence, providing comfort, attempting to relieve pain, and so on.

These tips and tricks for emergency situations and first aid will likely differ based on your specific situation. But remembering the basics of what to do may help you save a life or prevent further pain. Know these simple steps before you find yourself in a situation where it's hard to think clearly.

(Information under section 6.9.2 was taken from <https://www.idahomedicalacademy.com/the-three-cs-of-an-emergency-and-the-three-ps-of-first-aid/>)

5.10 Importance of Health in Pre-primary Children:

5.10.1 Objectives of Health Education:

Health education is a social science that draws from the biological, environmental, psychological, physical and medical sciences to promote **health** and prevent disease, disability and premature death through **education**-driven voluntary behavior change activities.

Health education is any combination of learning experiences designed to help individuals and communities improve their **health**, by increasing their knowledge or influencing their attitudes.

Health Promotion is the process of transferring **health** knowledge during a student's **school** years (K-12). Its uses are in general classified as Public **Health Education** and **School Health Education**.

The objectives of health education:

- (i) To cultivate the desirable health practices and health practices and health habits;
- (ii) To develop the health attitudes;
- (iii) To appreciate the health programmes undertaken by the school and community and to improve the school and community and to improve the necessary materials for
the execution of that programme;
- (iv) To develop health consciousness in the school and in the community;
- (v) To teach pupils the rules for the preservation and development of their physical,
mental and emotional health;
- (vi) To eradicate the diseases through health drive programmes;
- (vii) To combat the superstitions and prejudices in the community;
- (viii) To provide a healthful environment for physical and mental growth;
- (ix) To improve the general conditions of living in the community;

(x) To instruct the children and youth so as to conserve and improve their own health.

5.10.2 Agencies that work to Promote Health Education:

(Following information is as provided in <https://www.communityhealthnursing.guru/2020/06/voluntary-national-health-agencies.html>)

National Health Agencies are organisations with their own administrative bodies/committees that are responsible for raising funds via their members or from private sources. Their staff roll comprises of paid or voluntary staff. They work towards the promotion of health, health education and health legislation.

Organisations working in the MCH field:

- Family Planning Association of India
- Indian Council for Child Welfare
- Kasturba Memorial Fund

Organisations working towards the specific diseases' problem:

- Hind Kushta Nivaran Sangh
- Indian Cancer Society, etc.

Organisations working towards General Health Care:

- The Indian Red Cross Society
- Central Social Welfare
- **Professional Organisations:**

INC - Indian Nursing Council

IMA - Indian Medical Association

IDA - Indian Dental Association

TNAI – Trained Nurses' Association of India

All Indian Women's Conferences

5.10.3 What are the effects of cooking carbohydrates, proteins and fats?

- **Effects of cooking carbohydrates**

Cooking is essential for proper digestion of starch, which is an important source of calories in the diet. When heat is applied in any method of cooking, the starch granules swell up and burst. They become gelatinized in which state they are

completely digested and absorbed. Raw starch as such (Wheat flour, potato) is enclosed in starch as such to human digestive juices.

- **Effects of cooking proteins**

Application of heat to protein causes coagulation and shrinkage. Moderately cooked protein is more easily digested than raw protein. But excessive exposure to heat reduces the nutritive value of proteins. Certain foods like pulses show marked improvement in nutritive value as a result of heat treatment.

- **Effects of cooking fat**

Cooking under ordinary condition has very little effect on fats but prolonged heat (eg when some food is used for frying over a number of days) falls become slightly toxic.

5.10.4 What are the disadvantages of bottle feeding?

The common disadvantages of bottle feeding:

- **Nutrition:**

Through various types of formula milk substitutes are available and most of them claim to offer all essential nutrients to the child, which is not the truth. It also depends on the nutrients the child is receiving.

- **Indigestion:**

It has been observed that children who are fed with bottle suffer from indigestion and gas most often. The uneasiness can be seen in infants and sometime unable to handle and tread it also.

- **Hassling:**

Most irritating and exasperating thing is that it is full of fuss and hassle. Even if you are not feeling well and you do not have to clean and sterilize the bottle at least once daily. Also, if feeling tired of whole day's work schedule, some cannot do so because you have to get up and prepare the milk for when he is hungry.

- **Preparation Time:**

Preparing of formula milk takes time. You cannot even prepare and keep it stored. It is very important that you prepare only that quantity of milk which is consumable by your child. This is often not completely possible and the set of the milk gets wasted.

- **Deciding the Brand:**

Most of the new parents choose the formula they see being used in the hospitals. However, it is not always true that the hospitals use the best formula milk. It can also be because the brand provides formula milk at low price to the hospital in this way, their marketing strategy gets fulfilled.

5.11 Physical Education

Physical activity is an important and necessary component of a child's school life, especially for younger ones who are always bursting with life and have so much of energy to shed. The Montessori method helps to channel this surplus of energy in a productive way encouraging students to engage in physical activity; from manipulating various Montessori materials, to selecting their own work and carrying it to their work stations.

5.11.1 Montessori aids used for physical activity:

- ❖ Kites
- ❖ Balls
- ❖ Ladders (she used rope ones, but many modern slides and jungle gyms have great ladders).
- ❖ Trampolines-the original was a swing with a long bottom that kept the legs straight-the child would literally bounce off the walls. She did this to make their knees strong.
- ❖ Low balance beams with a railing for a young child to walk sideways.
- ❖ Plastic ball with string attached (you can drill a hole and put in a butterfly anchor with string) hung from ceiling to hit with hand or a paddle.
- ❖ Round stairs that are marked with a pattern for a child to practice going up and down the stairs in a straight line.
- ❖ Stairs with a loft and a slide on the other side.
- ❖ Tree houses with ladders
- ❖ Swimming
- ❖ Cycling
- ❖ Monkey bars or jungle gyms

Montessori education also incorporates into their curriculum practical life activities like cleaning, food preparation, and dressing, which require physical activity.

Physical activity is a necessary component of early childhood education, and Montessori classrooms emphasize this importance as a necessity for the overall, healthy and early development of a child physically. Children, given the opportunity to move around their classroom with a high degree of freedom enables to motivate them and accomplish tasks; and develop healthy, life-long habits. Even a child called an “introvert” can be encouraged to interact with his/her classmates.

CHAPTER 6 – GENERAL KNOWLEDGE & MORAL SCIENCE

6.1 GENERAL KNOWLEDGE

What is General Knowledge?

1. General Knowledge is an important component of crystallized intelligence and is strongly associated with general intelligence and with openness to experience.
2. Studies have found that people, who are highly knowledgeable in a particular domain tend to be knowledgeable in many things.
3. Knowledge is a familiarity awareness or understanding of someone or something such as facts, information, description or skills, which is acquired Theoretical experience or education by perceiving, discovering or learning.
4. Knowledge is also said to be related to the capacity of acknowledgement in human beings.
5. General knowledge is knowledge about many different things, as opposed to details knowledge about one particular subject.
6. Information on many different subjects that we collect gradually, from reading, television etc.,
7. General knowledge is also moderately associated with verbal ability.
8. As with crystallized intelligences, general knowledge has been found to increase with age.

6.2 MORAL SCIENCE:

Importance of Moral Science

1. Moral Science is an essential part of the school curriculum, since it shapes the way we look towards our everyday life.
2. Morals are not fully picked up from the place of education.
3. Since the nature of value education is subjective, the educator should pay heed to how much they invest upon Moral education.
4. Moral Education is taught as a separate subject, namely Moral Sciences in the majority of the schools in our country.
5. Moral science textbook contains lessons that are quite inspiration and the students gets to pick up valuable points about life.
6. Moral science influences critical thinking and helps students to understand themselves.
7. Moral science deals with human relationships, even with animals.
8. It teaches the moral values to children at a young age.
9. Moral science preaches "Love all, serve all".