

Early Childhood Care & Development



PART 2

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2.1 Child Development, Definition, Process and Characteristics



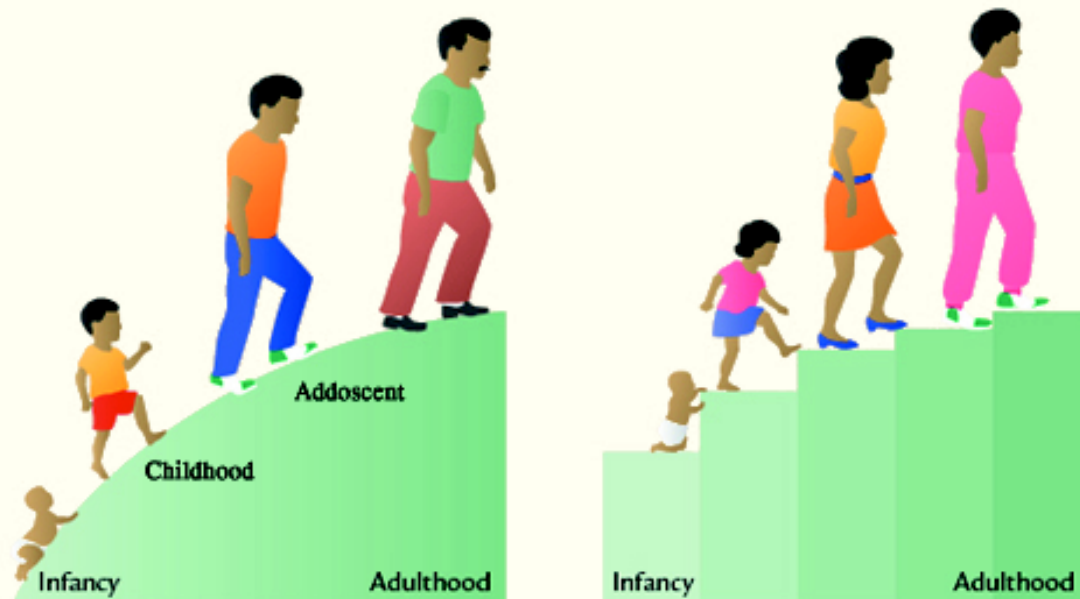
2.1.1. Who is a Child?

- As per the Constitution of India, a person below 14 years is a child.
- The Census of India also considers a person below 14 years as a child.
- As per the Convention on the Rights of the Child (CRC), a child means every human being below the age of 18 years.
- In India, the definition of a child varies with purpose and specific legislation. The Government of India is considering adopting

the definition of the child as stated in the Convention, wherever it is feasible and applicable, so that the rights of children are protected in the society under all circumstances.

2.1.2. What is Child Development?

- Child Development is the process of growth and development of a child over a period of time and explains how and why it occurs.
- Child Development extends from the moment of conception to the pubescent comprising changes in all round development of the child at each stage.
- Child Development focuses on the pattern of development and the role played by environment and learning experiences.



2.1.3. Why Early Childhood is Important?

- Development of a child during the first year lays the foundation for the rest of life.
- Early development is more critical than later development or is the 'critical period', as childhood is the time when particular good or bad characteristics are slowly and clearly developed.
- Considerable learning takes place during early childhood which prepares the child for adulthood.
- Easy to guide children in the right direction and inculcate good habits and moral values during early childhood than at a later stage.
- Easy to make children outgrow undesirable habits and traits early in life than when they grow up. Habits formed during early childhood influence later behaviour.
- Experiences during early childhood have an impact on the ways of thinking and behaviour in adulthood.



2.1.4. Stages of Child Development

Adolescence
10-19 years



Childhood
2-10 years



Infancy
Birth – 2 years



Prenatal
Conception to Birth



Rapid increase in height and weight and personality development

Early Childhood (2-6 years) - muscular and mental coordination, social development and self reliance

Late Childhood (6-12 years) – Socialisation, personality development and rapid social and emotional development

Rapid growth of body and mental abilities.

Extremely rapid growth, physiological development and growth of all bodily structure

- Childhood is divided into four major stages beginning from conception to when the child becomes sexually mature. These are:
 - i. Prenatal – Conception to birth
 - ii. Infancy – birth to 2 years
 - iii. Childhood – 2–12 years
 - iv. Adolescence – 12–18 years
- Each of the four stages are characterised by differences in physical, mental, language, social and emotional abilities of an individual.
- Change from one stage to the other is a gradual and a continuous process.

2.1.5. Aspects of Child Development

- Child Development is holistic in nature i.e. a child develops as a whole.
- All round development of a child comprises three major aspects or areas or domains. These are:
 1. Physical and Motor Development
 2. Cognitive and Language Development
 3. Psychosocial Development
- Development in each of the three aspects does not occur independently, infact it is interdependent.
- The affect of development in each area can not be separated out easily as each affects the development of the other.
- Experiences and achievements of a child in the three areas of development contribute towards developing a child's personality.

Physical and Motor Development



Physical Development – Changes in body's size, structure, proportion and system

Motor Development – Development of control of muscular functions and coordination between various parts of the body

Psychosocial Development

Development of emotions and social bonds

Social Development – Ability to relate to others and behave in accordance with the expectations of the society

Emotional Development – Ability to feel, regulate and express emotions



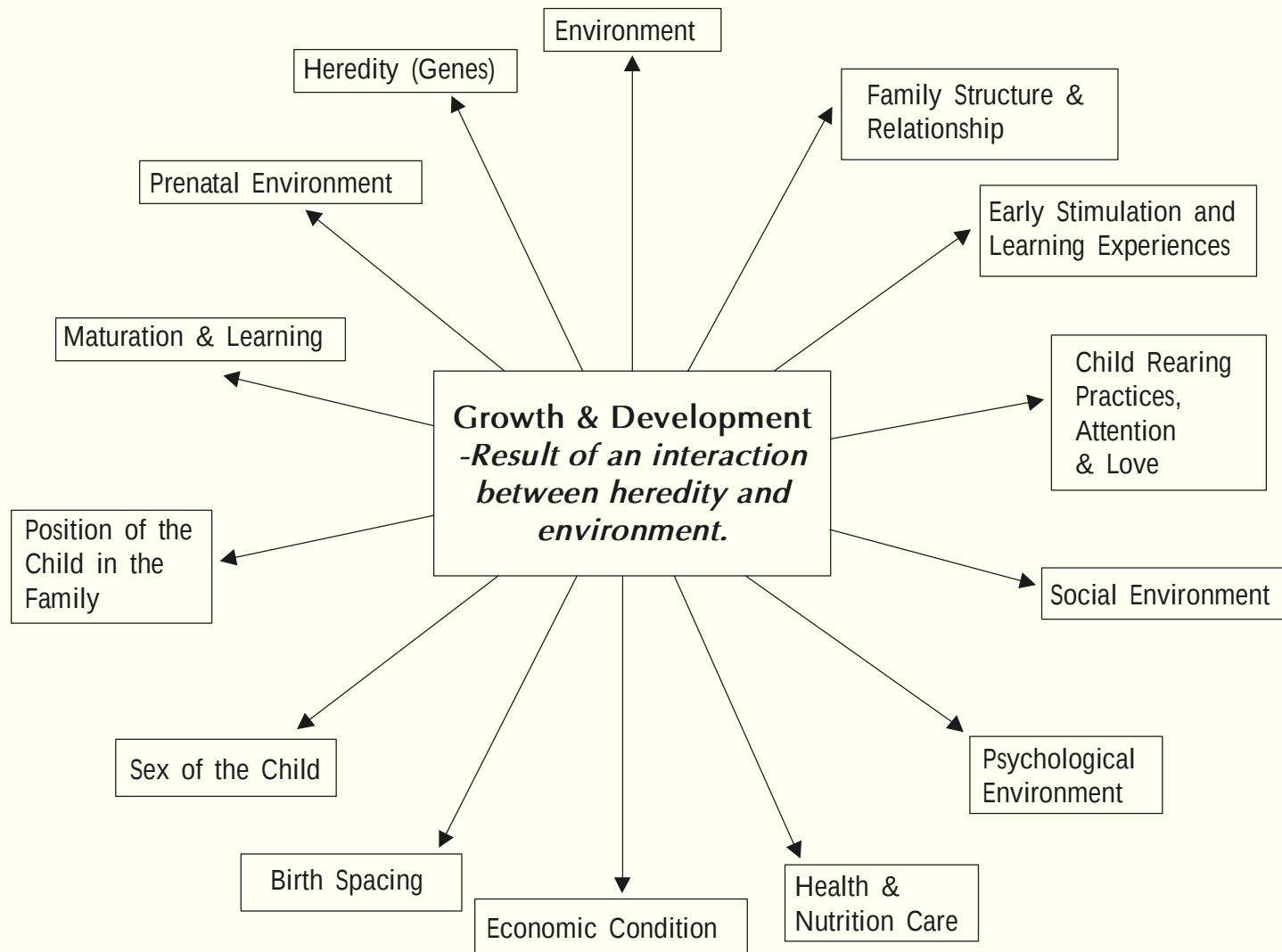
Cognitive & Language Development



Cognitive Development – Ability to think, perceive and solve problems including intellectual development i.e. development of language and thinking skills

Language Development – Ability to communicate and speak

Factors Influencing Growth & Development



2.1.6. Process of Child Development

- **Child Development** is the process of **growth & development** which involves both qualitative and quantitative changes.
- The process of child development is affected by **heredity** and **environment** due to which a child matures and learning takes place.

Growth & Development	
● Growth refers to quantitative changes i.e. increase in body size, proportion and structure, which can be measured through increase in height, weight and size of internal organs. ● Development refers to qualitative and quantitative changes related to functioning of a body. It includes acquiring skills and abilities to perform finer and more complex tasks. These changes are progressive, orderly, long lasting and coherent. Growth is one aspect of larger process of development. ● Growth stops at a particular age. ● Development is a continuous process that begins during the prenatal period and continues even when the physical changes are not visible. ● Growth and development are inter-dependable, for a child to be able to develop, he or she has to grow.	● Heredity refers to genes or inborn characteristics or traits a child receives from the parents and is born with. This is her/his genetic background. ● Environment refers to external conditions under which a child develops and include type and quality of stimulation, experiences and learning opportunities provided by caregivers. ● Maturation is a natural process of unfolding of characteristics present in an individual as per his/her genetic background. ● Learning is development that involves acquisition of skills and abilities and is determined by environment, stimulation and experiences.

- Maturation and learning are closely interrelated. For full development of heredity potentials, children must be provided with learning opportunities and stimulation. Similarly, due to limitations in genetic background, learning cannot go beyond a certain point even when it is encouraged.
- **Mother/Caregivers** should provide qualitative learning opportunities to children right from the birth. Children are actively engaged in development through exploration & learning. Deprivation of learning opportunities due to poverty, parental rejection and lack of early stimulation limits development.

2.1.7. Pattern of Child Development and the Characteristics

Understanding of pattern of child development and its characteristics help to understand the process of child development

Pattern of Development

- All children follow a predictable pattern of development which always takes place in two directions:
 1. **Development Spreads Over the Body from Head to Toe.** e.g. Head region is the first to develop followed by trunk & then limbs, in both prenatal and postnatal development.
 2. **Development Proceeds from Centre of the Body to the Ends.** e.g. Body parts and muscles which are near the centre of the body develop before the other parts e.g. heart and spinal cord develop first and fingers & toes at the end.



Your Babys Development

Characteristics of Child Development

Pattern of Development has many common and predictable characteristics

i) Development is Continuous

Development is a continuous process from the moment of conception till death e.g. Child develops into an adult

ii) Development follows Similar and Orderly Pattern

All children follow similar pattern of development with one stage leading to the next and it is always in order.

e.g. All babies stand before they start walking. They cannot walk without standing first.

iii) Development of each Child is Unique

Each child is unique and different from others due to his genes and environmental experiences.

e.g. Rani and Kumar are sister and brother. In spite of being brought up in the same family, both are different in looks, nature and habits.



iv) Development is Progressive

Development results in changes in acquiring skills & abilities that are finer and complex than the ones that preceded them.



e.g. Crawling leads to walking

v) Development is Holistic

Development takes place in all areas at the same time

e.g. Along with rapid physical development marked by increase in height, rapid mental development marked by increase in growth of memory and rapid social development marked by interacting with family and environment takes place.

vi) Correlation in Various Aspects of Development

Development in one area is linked to the development in the other.

e.g. Along with physical development, mental development is also rapid and vice versa.

vii) Development is from General to Specific

Development proceeds from general to specific response.

e.g. Babies wave their arms in general before they are able to reach out for an object held before them.



viii) Development is from Simple to Complex

Development proceeds from simple to complex

e.g. Similar cells of zygote change to form tissues like nerves and bones.

ix) Different parts develop at different rates

Development is never uniform for all the body parts.

e.g. Feet, hands and nose reach maximum development during early adolescence and shoulders develop fully after that.



x) Rate of development differs from one child to another

There are individual differences in rate of development due to heredity & environment influences.

e.g. one child may walk at the age of 9 months and the other may do so at the age of 13 months.

xi) Happiness varies at different periods in development

Childhood is usually considered the happiest period in life.



2.1.8. Developmental Milestones

- Child's progress on the path of development across definite stages is marked by certain indicators called **Developmental Milestones**.
- Milestones are like **guideposts** for various stages of development, through which every normal child passes.
- Milestones indicate the age at which children are expected to perform tasks which are also called **developmental tasks**.
- **Milestones** for **growth** are easy to measure e.g. height and weight; whereas milestones for **development** are more complex and difficult to measure e.g. cognitive, language, social development, etc.
- For every child there is a normal range for completion of a 'milestone'. But each **child reaches a 'milestone'** or performs the expected 'developmental task' at his **own pace** and in his or her own way.
- If the child seems slow, increase feeding, talking and playing. If the child is still slow, take the child to a doctor.
- Sometimes, a stage is skipped or another one is delayed. And, some children progress more rapidly than the others. But this need not be a cause for alarm. If accomplishment of 'milestones' is **unduly delayed**, it is a signal that a child should be **medically examined**.



Parents or caregivers should be aware of the 'developmental milestones'; so as to know whether the child is making normal progress or something is wrong or there is a disability.

Milestones of Development

Age

Milestones of Development

One Month



- Cries in hunger or discomfort
- Turns her or his head towards a hand that is stroking the child's cheek or mouth
- Brings both hands towards her or his mouth
- Turns towards familiar voices and sounds
- Suckles the breast and touches it with her or his hands

Three Months



- Smiles
- Begins to make cooing sounds like 'ooh' and 'aah'
- Turns head towards bright colours and lights
- Holds head erect and reaches for an object
- Recognises mother & members of family
- Makes fists with both hands
- Wiggles and kicks with legs and arms

Six Months



- Holds head steady when held upright
- Raises the head and chest when lying on her or his stomach
- Reaches out for dangling objects
- Turns to a sound or a voice.
- Grasps and shakes objects
- Rolls both ways
- Sits with support
- Responds to her or his own name and to familiar faces
- Explores objects with hands and mouth

Nine Months



- Sits up from lying position
- Picks up with thumb and finger
- Sits without support
- Crawls on hands and knees

One Year



- Stands without support
- Tries to imitate words and sounds
- Waves Bye-bye
- Enjoys playing and clapping
- Says Papa and Mama
- Starts holding objects such as a spoon or a cup and attempts self-feeding.

Milestones of Development

Age

Milestones of Development

Eighteen Months



- Walks well
- Expresses wants
- Stands one foot with help
- Points to objects or pictures when they are named (e.g. nose, eyes)
- Starts saying names of objects
- Puts pebbles in a cup

Two Years



- Walks, climbs and runs
- Says several words together
- Follows simple instructions
- Scribbles if given a pencil or crayon
- Enjoys simple stories and songs
- Imitates the behaviour of others on household work
- Begins to eat by herself or himself

Three Years



- Walks, runs, climbs, kicks and jumps easily
- Recognises and identifies common objects and pictures by pointing
- Makes sentences of two or three words
- Says her or his own name and age
- Can name colours
- Can understand numbers
- Uses make-believe objects in play
- Expresses affection
- Feeds herself or himself

Four Years



- Balance on one foot
- Plays simple games with others
- Asks questions
- Answers simple questions
- Shows different emotions
- Recognises to six basic colours
- Washes hands alone

Five Years



- Moves in a coordinated way
- Speaks in sentences and uses many different words
- Understands opposites (e.g. fat and thin, tall and short)
- Plays with other children
- Dresses without help
- Answers simple questions
- Counts 5 to 10 objects
- Washes her or his hands.

2.2. Enhancing Early Childhood Learning & Personality Development

During early childhood, if a child has stimulating environment with a variety of learning experiences and opportunities to move and explore, learning and development is enhanced.

- Babies begin to learn from the moment they are born.
- Babies learn faster when their basic needs like physical care, security, stimulation and love are met on time.
- Early stimulation and learning activities are based on prevalent child rearing practices. They include play, music, games, stories, outings etc. with focus on creating an environment to give children freedom, opportunities and incentives.
- Learning experiences are to be given right from the birth and should involve activities that have a closer interaction between the child and the parents.
- Best stimulating environment is provided by the family.
- Family is the child's first social unit or first place of interaction with the environment.
- Family has a major role to play in meeting child's needs; providing a stimulating environment to enhance learning and development; and develop the child's personality.



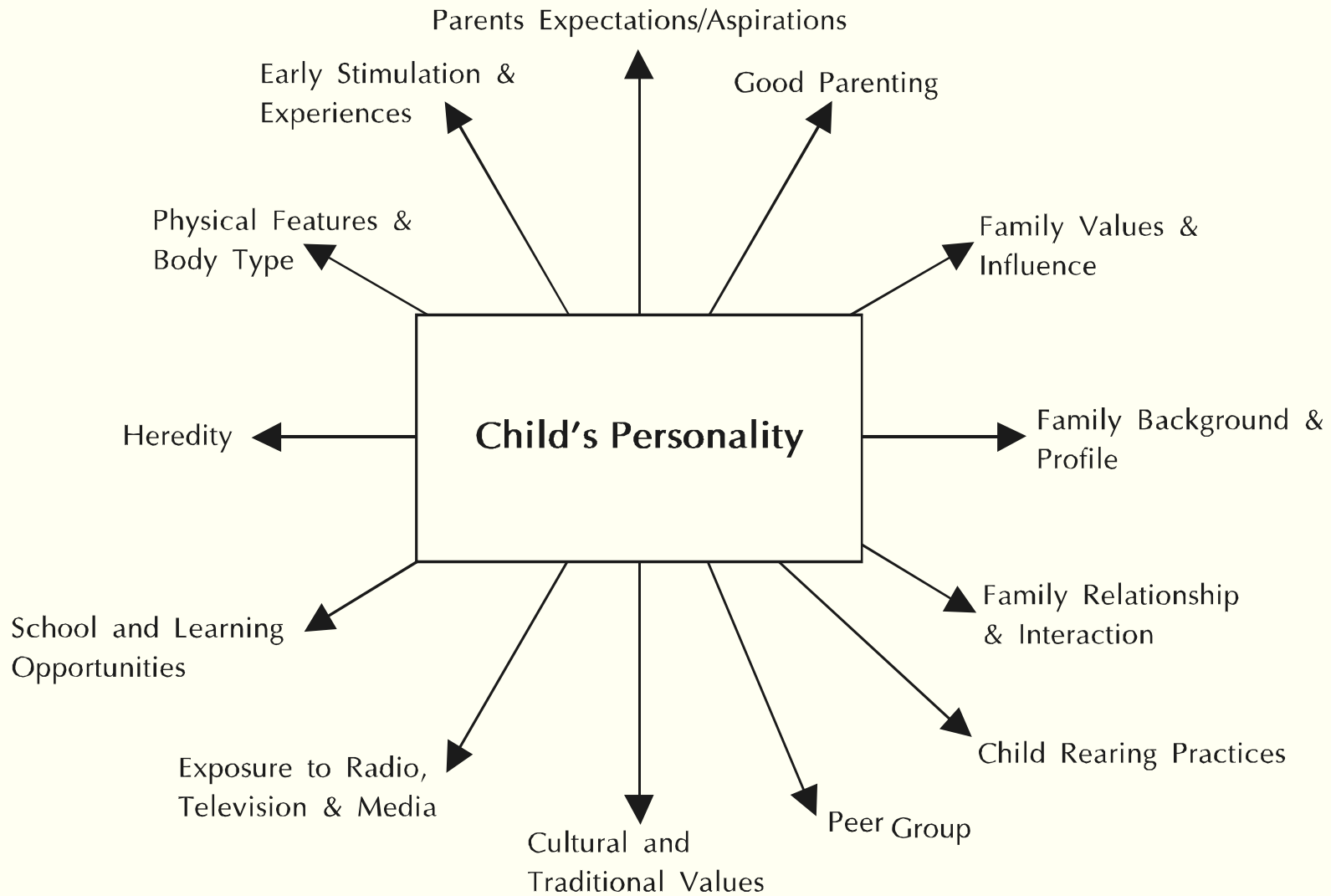
- **Early childhood care** is the care provided to a young child in an integrated and holistic manner, with the rights perspective, leading to his/her survival, growth, development and protection, through child centered, family focused and community based interventions.
- **Physical care** of a child includes food, sleep, rest, clothing, exercise etc.
- **Stimulation** is any activity that causes the child to respond and activate early learning and development.

How a Young Child Learns?

- Children construct their own knowledge through repeated interaction with people and material.
- Children learn through social interaction with adults and other children.
- Children's learning cycle begins with awareness and moves to exploration, inquiry and finally utilisation.
- Children learn through play
- Children learn how to behave by imitating the behaviour of ones closest to them.
- Each child has an individual style of learning.



Factors influencing Child's Personality



Family's Role in Development of Children

The Family:

- Gives feeling of security and acceptance.
- Meets physical, psychological and emotional needs.
- Source of affection, love and warmth.
- Set models for social behaviour.
- Teaches moral, social and cultural norms & values.

Gives:

- Guidance & support for learning skills.
- Provides stimulating environment for learning and development.
- Makes house a pleasant home.



Development of Child's Personality

- **Personality** is the quality of a person's total behaviour. Personality reflects what one is and refers to a person's characteristics.
- Personality includes the whole individual, his physique, temperament, skills, interest, habits, feelings, pattern of thinking, intelligence, achievements, concept of one's self and ways of relating to others.
- Personality is mainly affected by three major factors:
 - Heredity
 - Environment
 - Learning Experiences and Aspirations
- Personality has two major components i.e. 'Self Concept' and 'Traits'.
- **Self concept** is what a child thinks of himself and what he is. It is determined by his role and relationship with others.
- **Traits** are specific qualities of behaviour of an individual and are influenced by self concept.
- Personality of each child is unique and is responsive to many factors including good parenting.



2.3 Early Childhood Care & Education Services in ICDS

- Early Childhood Care and Education (ECCE) is one of the important services provided under ICDS Programme
- ECCE component of ICDS is;
 - a significant input for providing a sound foundation for child development
 - contributing towards preparing the child for primary school
 - offering substitute care to the younger siblings, thus freeing the older children – especially girls – to attend school.
 - a move towards universalisation and qualitative improvement of primary education.
- ECCE component of ICDS includes two types of services i.e.:
 - i. Early Childhood Stimulation (Children below 3 years)
 - ii. Non-formal Preschool Education (Children 3-6 years)
- Preschool Education activities are built on local and cultural practices, using locally available material developed by an AWW.

2.3.1 Early Childhood Stimulation: Concept, Need & Activities

- Early Childhood Stimulation (ECS) is an effort to development among children below 3 years.
- ECS aims at providing learning experiences to the child for his/her holistic development.
- ECS includes activities that help the child to know his environment.

Significance of Early Childhood Stimulation

- Ensures healthy development of the child
- Develops basic trust and emotional security
- Stimulates intellectual curiosity
- Enhances language development
- Develops basic values of sympathy, tolerance, helpfulness and kindness.
- Provides opportunities to explore and develop
- Gives security and acceptance
- Encourages children to play



ECS becomes effective with close interaction between the child and the mother or caregiver.

Early Childhood Stimulation Activities for Children below 6 months

Physical and Motor	Language	Personal and Social	Cognitive
● Shake a rattle in front of the child or clap your hands above the head to make him lift head to look up. ● Cover the child's face with cloth and remove immediately and say 'a-ha'. The child will respond by kicking his / her arms. ● Bring one finger of the hand close to child so that he holds it. ● Encourage the child to roll on her stomach. ● Give the child some toys to play, hold, and grasp if he can hold his head	● Hold the child in your arms and talk to him ● When child makes sounds, talk to him as if you are answering ● Sing songs and lullabies before dressing and sleeping time. ● Move around and show her things around and name them ● Use simple repetitive words like Dada Baba Nana, Papa	● Hold the child close to you when she cries, give love and affection ● Have eye to eye contact and smile at the child frequently. ● Feed the child in a playful manner when 6 months old ● Respond to smiles and cooing, play cuddling and feeling games. ● Take the child outside home and let the child look around.	● Hang pictures, coloured paper and coloured wooden objects over the cradle. ● Make toys using beads, bottle caps, bells, rings etc. which make sound and hang near the child so that he can see and hear them ● Walk with your child in your arms around the house. Let the child see the things around and get familiar with them. ● Let the child explore by sucking, grasping and shaking soft coloured blocks.



Early Childhood Stimulation Activities for Children 6-12 months Old

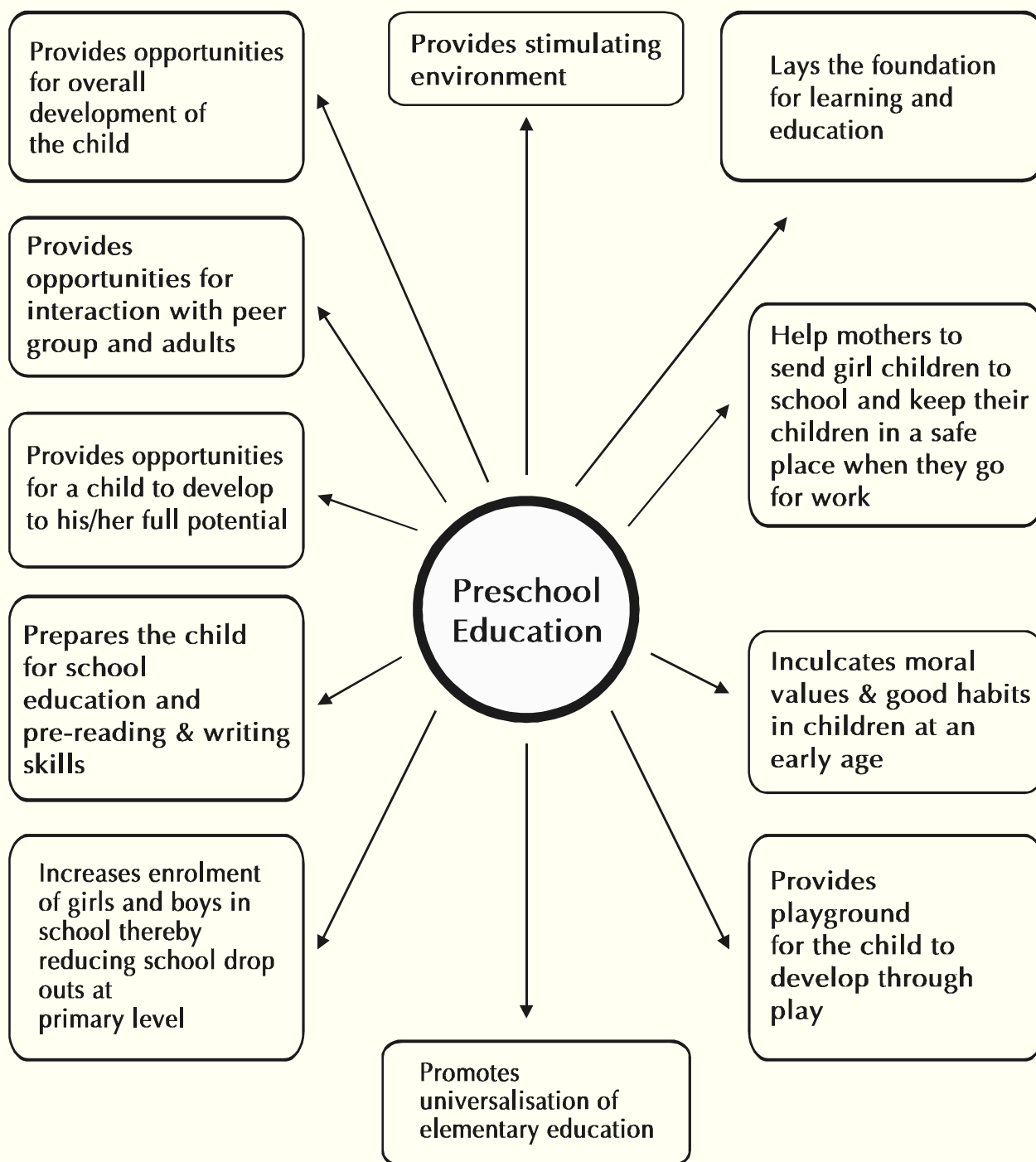
Physical and Motor	Language	Personal and Social	Cognitive
● Make the child sit propped up with pillows ● Give the child toys to play with – Let her pick up objects with one or both hands ● Help the child to sip water/juice/ milk from a cup/ small glass in sitting position ● Put attractive toy or ball just in front of the child and move forward to encourage the child to crawl ● Put some toys on low stool, so that the child tries to hold and stands to reach for the toys ● Use a walker/stool which the child on can push and walk ● Play clapping games with the child – closing and opening of fingers.	● Sing songs, lullabies and show pictures while spending time with the child ● Encourage the child to utter simple words like papa, mama, baba, dada and repeat continuously what child utters. ● Respond positively to child when she tries to speak and name things ● Repeat whatever the child says by smiling and hugging her	● Hug and hold the child close to you – show that you love her ● Attend to child when hurt, sleepy, wet or hungry ● Sit and play with child, simple finger games/tickle games ● Make the child familiar to relations by calling family members as nana, baba, massi etc. ● Take him out shopping/visiting people	● Show him stars, moon, animals, birds etc. move your fingers while showing things ● Expose the child to various sounds ● Hide a toy behind you and encourage the child to look for it ● Give the child a box/basket of small toys and objects to play with. Gather up toys in the basket when she throws them. ● Cover your face with a piece of cloth or your hands and hide and seek with the child.
			

2.3.2. Preschool Education (PSE) in ICDS: Concept and Need

- Preschool Education in ICDS is a child-centered programme for 3 to 6 years old children which follows the playway activity approach using toys, play equipments etc. which is of indigenous origin, inexpensive.
- PSE activities are organised daily at AWC for about 2 hours.
- PSE focusses on holistic development of the child and provides a stimulating play environment for his/her physical, cognitive, and psychosocial development.
- PSE encourages interaction with the environment, active participation in group activities and promotes problem solving ability in children.
- PSE does not have syllabus for teaching the 3 R's, but lays the foundation for the same i.e. development of reading, writing and number work.
- PSE is flexible to children's needs and does not focus on school achievements.
- PSE programme does not emphasise on passive listening and learning by rote in children.



2.3.2.1. Need & Importance of Preschool Education



Preschool Education is important for overall development of the child as early years are critical in the life of a child.

2.3.2.2. Objectives of Preschool Education Programme in ICDS



Preschool Education Programme aims at development of a child as a whole and includes activities and learning experiences for the same.

2.4 The Preschool Child



The Preschool Child is

- Curious
- Exploratory
- Imaginative
- Energetic
- Innovative
- Spontaneous
- Eager to Learn
- Self-centered
- Having short attention span

The Preschool Child Likes to

- Learn through play
- Respond to music, rhythm and rhymes
- Touch, taste, smell, hear and see things.

- Explore new things
- Repeat activities, songs, stories etc.

The Preschool Child enjoys :

- Listening stories
- Playing games
- Running, jumping, hopping etc.
- Singing songs
- Doing Activities in small group
- Playing with dolls, water, mud and sand
- Dressing up and acting or role play
- Dance, drama and creative movements
- Drawing, painting etc.
- Exploring things in their environment

The Preschool child must be kept BUSY with a variety of Interesting activities.

2.5 Activities for Preschool Education at AWC

Activities for Physical & Motor Development

PSE activities in an Anganwadi are planned & organised to promote holistic development of children

Activities for
Psychosocial
and Creativity
Aesthetic Ap
& Science E



2.5.1 Activities for Physical & Motor Development

Objectives

- Monitoring growth
- Development of gross (large) muscle/motor coordination
- Development of fine muscle/motor coordination
 - Small muscle coordination
 - Eye hand coordination
 - Hand to mouth coordination



Role of an AWW

- Keep the room uncluttered to allow maximum movement.
- Select motor activities in accordance with the child's stage of development, interests and needs.
- Select a variety of activities to ensure child's interest.
- Maintain a balance between active and passive as well as outdoor and indoor activities.
- Ensure that all play equipment and material is intact.
- Stay alert during outdoor and indoor free play to prevent accidents.
- Ensure that all children get the chance to use the play equipment/material.
- Provide short rest period after vigorous activity.
- Do not interfere with children's free play.
- Do not compare children's achievements as each child is different.

Activities for Physical & Motor Development

Gross / Motor Coordination and Development

Gross Motor Coordination means developing control over the movement of the large muscles of the body such as thighs, legs, torso, shins, arms, etc. Activity includes outdoor and indoor games and physical exercises

Walking	Skipping	Kicking
Running	Cycling	Swinging
Climbing	Catching	Relay race
Jumping	Throwing	Musical chair
Balancing	Hopping	
Rhythmic movement		



Fine Motor Development

Fine Motor Coordination means developing control over the movement of finer muscles, particularly finger and wrist muscles and eye-hand coordination.

Tearing	Sewing
Sorting	Threading
Painting	Collage
Finger painting	Cutting
Pouring	Buttoning
Paper folding	Paper Masche
Fun with pebbles	Crushing
Pasting	Writing
Drawing	Sand & Water play
Pattern making	Clay Work

Age-Specific Activities for Gross Motor Coordination and Development

Activity	3-4 Years	4-5 Years	5-6 Years
Walking	Walks along a straight line with ease	Walks forward and backward with coordination and ease.	Walks with ease, grace and rhythm, showing well coordinated movement.
Rhythmic Movement	Responds to rhythm or beat while clapping.	Responds to the rhythm or beat with body movement like swaying, jumping, clapping, etc.	Does simple dance movements in tune with and to the beats of music.
Throwing a Ball	Aims and throws the ball freely in a given direction.	Throws a ball at a given target more accurately.	Throws a ball at a given target with accuracy and plays specific games for example bat and ball.
Hopping	Hops at a single spot once or twice.	Hops for a longer time on both feet and even move a short distance.	Hops for some distance with ease and speed.
Climbing-Ascending and Descending	Climbs up and down taking a support.	Climbs up and down using alternate feet	Climbs with confidence and speed.

Age-Specific Activities for Fine Motor Development

Activity	3-4 Years	4-5 Years	5-6 Years
Tearing – Cutting – Pasting	Crumple and tear paper at random and paste the pieces in a large outline, though not very neatly.	Cut paper along straight lines, forming simple shapes like square, rectangle, triangle, etc.	Tear and cut paper into finer pieces and different shapes and paste them neatly according to the design in smaller area.
Threading	Puts a stiff wire or thread through large holes	Puts a stiff wire or thread through smaller holes	Puts a stiff wire through holes arranged in complex order or design.
Clay Work	Beat or pat the clay, pull it apart and mash it together.	Mould clay into various simple shapes and decorate with other accessories like twigs, colour, flower, petals, etc.	Mould clay into more complex and meaningful shapes and objects.
Paper Folding	Simple folding activity using palm and fingers to form a square or rectangular piece.	Makes more complex shapes by folding paper.	Make still more complex and neat shapes through folding activities.
Drawing – Colouring – Painting	Scribble with enjoyment, draw lines and copy circles.	Draw recognizable figures and meaningful drawings with crayons.	Draw many meaningful figures and shapes.

2.5.2 Activities for Cognitive & Language Development

2.5.2.1 Cognitive Development

Cognitive Development is the development of those basic mental skills which help a child in getting to know and understand the environment.

Objectives

A. *Development of Basic Cognitive Skills*

- Development of Five Senses
 - (a) Sense of sight
 - (b) Sense of hearing
 - (c) Sense of touch
 - (d) Sense of smell
 - (e) Sense of taste
- Memory and Observation
 - Increase observation skills and power
 - Increase retention ability
 - Develop team spirit.
- Classification
 - Identify objects on the basis of concepts or dimensions
 - Able to relate to the environment
- Sequential Thinking
 - Stimulate thinking and imagination
 - Systematic thinking approach
 - Sharpen observation skills
- Reasoning and Problem Solving
 - Understand relationships
 - Increase observation power and imagination
 - Able to solve problems

B. *Development of Basic Concepts*

- Concept of Colour
- Concept of Shape
- Development of Pre-mathematical Concepts
 - Concept of prenumber
 - Concept of number, space, time and temperature
- Concept of Environment
 - natural, physical and social.



Role of an AWW

- Create a stimulating environment for children to match, classify, seriate, sequence, hypothesize, and experiment.
- Encourage children to observe and describe during nature walk/excursions.
- Encourage the children to ask questions by answering them.
- Give children opportunity to think creatively and solve problems.
- Provide opportunity to develop skills.
- Be alert to children's reaction.
- Let children use the play material. Do not keep all material stacked away from the children.
- Do not expect all children to be alike and respond in the same way.

Activities for Development of Basic Cognitive Skills

The Five Senses

Children learn through the five senses. Any kind of sensory limitation may lead to incomplete concept development.

Sense of Touch

- Identify and distinguish between different textures i.e. rough/smooth, hard/soft, wet/ dry
- Name classify and seriate different textures by using
 - Touch cards/Sorting
 - Match and identify different tastes
 - Recall food stuffs of familiar taste objects.
 - Feely bag.

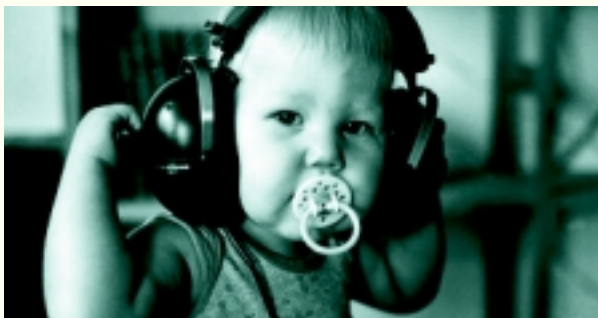
Sense of Smell

- Discriminate between good & bad smell
- Recall smell of familiar objects
- Identify objects/picture cards of similar or different smell



Sense of Hearing

- Identify, seriate and discriminate between common sounds



Sense of Taste

(Salt, Sour, Sweet and Bitter)

- Match and identify different tastes
- Recall food stuffs of familiar taste



Sense of Sight

- Match , identify and recognise pictures, objects, alphabets and numbers



Activities for Development of Basic Cognitive Skills

Memory and Observation

- Memory games
- Identification of missing part of a picture/object
- Difference in two identical pictures

Sequential Thinking

- Making patterns using objects like pebbles, leaves, flower in forward and reverse sequence
- Telling & retelling stories in logical sequence.
- Telling steps of an activity e.g. washing clothes
- Sequential thinking cards
- Arranging story cards in a sequence



Classification, Grouping & Categorisation

- Sorting objects and putting in a basket
- Matching pictures, seeds, flowers, objects, etc.
- Sorting and grouping of objects on the basis of colour, shape and size.
- Identify and categorise cards of vegetables, fruits, colours, shapes etc.
- Classification cards



Reasoning and Problem Solving

- Relationship games
- Simple mazes/puzzles
- Posing problems and finding solutions
- Cause and effect questions e.g. what will happen if it rains?



Development of Basic Concepts

Concept Formation

- Concept is a mental construction of a picture, of a class of objects, people, places and phenomenon.
- Clarity of basic concepts enables a child to observe, discriminate and categorise.
- For development of any concept, activities should be planned in the following sequence:
 1. Matching
 2. Identification
 3. Naming
 4. Seriation
 5. Classification
- Development of Basic Concepts include:
 1. Concept of Colour
 2. Concept of Shape
 3. Premathematical Concept
 - a) Development of Prenumber Concept

Size	:	Big – Small	Thickness	:	Fat-Thick-Thin
Length	:	Long – Short	Width	:	Wide-Narrow
Weight	:	Heavy – Light	Quantity	:	More-Less
Height	:	Tall – Short	Distance	:	Far-Near
 - b) Development of Number Concept

Counting 1-10

Many-Few
 - c) Development of Concept of Time

Before : After

Morning : Night

Yesterday : Today : Tomorrow
 - d) Development of Concept of Space (Direction and Position)

Up	:	Down	Front	:	Back
In	:	Out	Before	:	After
Above	:	Below	Right	:	Left
Over	:	Under			
 - e) Development of Concept of Temperature

Hot : Cold
 4. Concept of Environment
 - Natural Environment
 - Animal ● Birds ● Insects ● Vegetables & Fruits ● Plants
 - Physical Environment
 - Water ● Air ● Sky ● Earth ● Weather / Season
 - Social Environment
 - Self and Family ● Transport ● Community Helpers ● Festivals

Activities for Development of Basic Concepts

Concept of Colour

- Colour Dominoes (matching)
- Colour Blocks
- Granny's Parcel
- Colour name, games, rhymes and riddles
- Colour Cards
- Play activities with coloured beads
- Painting
- Free Conversation
- Story Telling



Concept of Shape

- Shape Dominoes (Circle, Square, Triangle, Rectangle)
- Shape Games
- Shape Cards – Matching/ Sorting/ Classification
- Free & Structured Conversation
- Free Play
- Clay Work
- Tearing & Pasting activities
- Drawing, Painting & Tracing

Premathematical Concepts

Prenumber Concept

- Free Structured Conversation related to various dimensions of objects, Rhymes & Story Telling
- Free Play with objects of various dimensions
- Pairing Cards – cards with different dimensions
- Sorting, pairing and grouping of pebbles, leaves, sticks etc. according to dimensions.
- Seriation Card for each Prenumber Concept

Number Concept

- Number Blocks
- Counting 1-10
- One to one correspondence
- Matching Cards
- Number Cards/Puzzles
- Number Rhymes, Songs and Stories
- Number, Names and Order, Games and Cards
- Sand Play – Making number on sand with stick or fingers

Activities for Development of Basic Concepts

Concept of Time

- Picture Cards
- Time Perception Cards
- Read the Time
- Making a clock
- Free conversation/discussion of routine activities at home
- Dramatisation
- Rhymes and Songs
- Story Telling.
- Teaching concept of coming to AWC on time



Concept of Space

- Circle games like 'In and Out', 'Turn About', 'Up-Up-Up', 'Down-Down', 'Moving in a Circle'
- Free Conversation
- Story Telling
- Rhymes/Action songs
- Dramatisation
- Picture Cards showing objects in different positions.
- Arranging objects/things from left to right

Concept of Temperature

- Simple experiments with hot and cold water; freezing and melting of ice, candle melting etc.
- Rhymes and Songs
- Open ended question – answer session
- Picture Reading, Story Telling, Picture Cards



Concept of Environment

Natural Environment

- Nature Walk – Awareness of natural environment
- Free & Structured Conversation during walk in a garden
- Charts of Animals, Birds, Insects, Vegetables, Fruits & Plants
- Picture Cards
- Pairing and Matching Cards
- Puzzles related to Animals, Vegetables, Plants etc.
- Simple experiments like sprouting of seeds, watering plants etc.
- Stories, Rhymes & Songs related to natural environment
- Painting, Colouring & Tracing

Physical Environment

- Structured Conversation related to physical environment
- Picture Charts
- Water Games in a tub of water
- Simple Experiments showing use, shape & colour of water; use & importance of air
- Rhymes, Songs & Stories related to water, air, sun, moon, stars & season.
- Simple Questions & Answers Session



Social Environment

- Free & Structured Conversation related to themes – Self & Family, Transport, Festivals etc.
- Dramatisation
- Doll's Play
- Reading Picture books
- Picture Charts
- Story Telling & Songs
- Celebration of Festivals and National Days & Creative activities like making diyas, rakhis, national flag etc.
- Display of pictures related to festivals
- Question – Answer Session



2.5.2.2. Language Development

Objectives

- Development of Listening Skills
 - Sound discrimination
 - Listening span
 - Listening comprehension.
- Development of Vocabulary related to
 - Body
 - Home
 - Environment
- Development of Oral Expression
 - Conversation
 - Story telling
 - Dramatisation
 - Puppet play
 - Picture reading
 - Creative self expression.
- Development of Reading Readiness
 - Auditory/sound discrimination
 - Visual discrimination
 - Auditory-visual association
 - Left to right directionality.
- Development of Writing Readiness
 - Fine muscle development
 - Eye-hand coordination
 - Letter perception.

Language used in Preschool should be the regional language or the mother tongue of the child.



Language learning lays the foundation for later learning

Role of an AWW

- Provide opportunities and encouragement to verbalise experiences while doing an activity.
- Try to introduce variety into children's experiences
- Talk a lot with children during activities.
- Children do not expect to sit quietly and listen to you all the time.
- Encourage children to speak in full sentences.
- Provide opportunities to interact by working and playing in small groups.
- Listen patiently to children and answer the queries.
- Encourage the quiet/shy child to talk by praising him and giving attention.
- Do not snub or correct a child abruptly if he speaks incorrectly. Just repeat the correct form.

Activities for Language Development



Listening Skills

Story Telling
Chinese Whisper
Odd man Out
Who is at the door?

Sound Box
Rhyming Words
Songs and Rhymes

Development of Vocabulary

Picture Reading Story Telling
Nature Walk Gardening
Naming Body Parts

Quiz or Q/A Game
Water Play



Development of Oral Expression

Free Conversation
Story Telling
Dramatization
Puppet Play
Picture Word Matching
Show & Tell

Picture Reading
Doll Play
Riddles
Antakshari
Nature Walk
Free Play

Reading Readiness Activities

Card Game Rhyming Words Odd man out
Picture Reading See & Tell Matching Cards



Writing Readiness Activities

- Activities using brushes, pencils, crayons etc.
- Colouring in enclosed spaces
- Joining dots
- Tracing
- Copying Forms
- Pattern Making

Children learn language by imitating others; through encouragement from others; and by expressing ideas, thoughts and feelings.

Activities for Language Development

Category	Activity	3-4 Years	4-5 Years	5-6 Years
Listening Skills	Following Instructions	Follows one instruction at a time	Follows two to three simple instructions at a time	Follows three or more instructions at a time
Development of Vocabulary	Identify and name things in the environment	Name birds, fruits, vegetables, etc.	Name things and their use e.g. birds and their nest	Name things and their use and function in the environment e.g. parts of a plants.
Development of Oral Expression	Recite a rhyme/poem	Recites a simple and small rhyme with some action	Recites a simple and small rhyme with complete actions.	Recites a long rhyme with complete actions
Reading Readiness	Picture reading	Identifies and name objects	Describes objects and what they are doing	Can indicate the theme of the picture and create a story.
Writing Readiness	Joining dots	Can join a few dots	Can join dots in different shapes and design using crayons or chalk on paper, slate or sand.	Can join dots to make different shapes and designs.

2.5.3 Activities for Psycho-social Development

Objectives

- Development in relation to self
 - Adjustment to AWC & enjoy preschool activity
 - Positive self concept
 - Good personal habits
 - Qualities of initiative, independence and self confidence
 - Ability to identify and control emotions.
- Development in relation to other children
 - Respect feelings and rights of other children by
 - ◆ Listening to others and exchanging ideas
 - ◆ Sharing and cooperating with others
 - ◆ Waiting for one's turn
 - Development of self confidence for participating in group activities
- Development in relation to adults
 - Listen to adults and follow instructions
 - Control one's own behaviour
 - Cope with situation independently.
- Development in relation to environment
 - Care of plants, animals and other forms of life.



Role of an AWW

- Praise and encourage children without hesitation
- Ensure that every child gets attention.
- Try to highlight every child's strengths.
- Give verbal acceptance to each child's feelings and encourage each child to express his feelings.
- Provide opportunities for creative drama, role play, music & movement and creative activities.
- Be consistent in your approval and disapproval of child's behaviour.
- Treat all children alike. Do not compare, criticise, humiliate, hit, or abuse children
- Do not encourage differences in expected behaviour and role of boys and girls.
- As far as possible be available & accessible to children



Activities for Psycho-social Development

1. Activities for Development in Relation to Self

- ***Developing familiarity with AWC***
 - Welcoming children with smile
 - Introducing children to activities of daily routine
 - Taking children around AWC
- ***Developing positive self concept***
 - Celebrating birthdays, doll's marriage
 - Preparing name cards for all children
 - Displaying drawing/hand work of children with their name on the board
 - Praising children on doing something good
 - Encouraging shy and quiet children.
- ***Developing good personal habits***
 - Washing hands before and after meals and after play, maintaining personal cleanliness, eating properly
 - Using toilet properly
 - Not stealing or telling lies
 - Putting garbage into dustbin
 - Coming to AWC regularly and on time
 - Putting things and all the play material back in place after its use.
- ***Developing qualities of initiative, independence and leadership***
 - Free play activities
 - Encourage children to choose their activities
 - Asking children to distribute things/toys by turn
 - Assigning responsibility to children like putting away material, getting AWC in order
 - Giving lead role to children by turns in singing rhymes and playing games.



2. Activities for Development in Relation to Other Children

- ***Respecting feelings of other children***
 - Free play - both outdoor and indoor in small groups
 - Narrating an experience to develop habits of sharing and cooperating through stories or puppet play or rhymes.
 - Form a queue for hand washing or going to toilet
- ***Developing self confidence for participating in group activities***
 - Encouraging children to perform individually like tell a story or recite a rhyme
 - Group games, songs & drama
 - Celebration of Festivals, Birthdays, National Days, Organising bal melas and picnic.



Psycho-social development activities have not been illustrated for the different age groups as they are to a large extent applicable in more or less the same form across the three age groups listed for other developments.

Activities for Psycho-social Development

3. Activities for Development in Relation to Adults

- ***Developing abilities to relate well with adults***
 - Following Instructions Activities
 - Praise and reward for good behaviour
 - Encourage children to talk
 - Teach children to respect elders through stories, drama & poems.
- ***Developing ability to control one's own behaviour and cope with situations***
 - Guide and encourage children to play & learn
 - Take children out on trips and excursions and let them be on their own
 - Story telling, Dramatisation and use of incidental experiences.



Giving stars (*)/Rewards to children for good work



4. Activities for Development in Relation to Environment

- Developing sense of responsibility towards elders, disabled and needy
- Structured conversation, Story telling and Dramatisation for exposing children to develop the concept of care of old, disabled and needy
- Develop an attitude of care and nurturance - gardening, planting flowers, nature walk, care of pets, leaving food for birds & animals, keeping Anganwadi neat and clean by picking up toys after play, picking up bits of papers and putting in dust bin, etc.

2.5.4 Activities for Creativity and Science Exposure

Objectives

- Development of Creative Expression through art
- Development of Creative Movement
- Development of Creative Thinking
- Development of Aesthetic Appreciation
- Development of Concept related to Science – air, water and plants etc.



Role of AWWs

- Encourage children to be spontaneous in their expression of feelings and ideas.
- Encourage children to explore, be curious and ask questions.
- Give children time and freedom to think and make choices by providing a balance of free and structured play.
- Accept and appreciate individual differences in children.
- Take children out for nature walk and encourage them to observe and describe.
- Provide children with a variety of experiences which will form the basis for their creativity and play material to use in many different ways.
- Appreciate every child's effort, even if it can still do with a lot of improvement.
- Do not create an authoritarian climate with the children with a stress on structure, rules and regulations.



Activities for Creativity and Science Exposure

Activities for Creative Expression through Art

- Drawing & colouring, painting, printing, tearing, cutting and pasting-collage, clay modelling, paper folding.

Activities for Creative Movement

- Action rhymes, finger play, rhythmic movement with dhapli and drum, creative drama, story dramatisation and games like 'dumb charade'.

Activities for Creative Thinking

- Free play, particularly dramatic or make believe play, constructive play, open-ended question, creating a story and rhymes.

Activities for Development of Aesthetic Appreciation

- Decorating the AWC/classroom, displaying material, nature walk, appreciating environment.

Activities for Development of Science Concepts

- Experiments with water – Water has no shape/water has no colour/water evaporates
- Experiments with air – Blow a balloon/Air blows away light objects
- Experiments with magnet
- Know the temperature – hot and cold
- Seed Germination
- Collection of different leaves and flowers.
- Name the parts of a plant

Science Activities



spoon in water



**Water has
no shape**



mirror (reflection)



air in balloons



candle in water



**reflection of
Images in Water**

Age Specific Activities for Science Exposure			
Activity	3-4 Years	4-5 Years	5-6 Years
Growing plants	Grows plants in small pots/cups	Grows seeds and water them regularly	Germinate seeds using cotton
Blowing balloons	Blows balloon	Blows balloon	Blows balloon and observes release of air.
Properties of Water	Can tell 2-3 uses of water	Can make a paper boat and float it in the water tub.	Can understand that water does not have any shape and takes the shape of container.

Age Specific Activities for Creativity and Aesthetic Appreciation				
Category	Activity	3-4 Years	4-5 Years	5-6 Years
Creative Expression through art	Drawing Colouring Painting	Scribbles with enjoyment Draws circle	Draws recognizable figures and meaningful drawings with crayons	Draws many meaningful figures and shapes.
Creative Movement	R h y t h m i c Movement as per the beat by dhapli Introduce a beat by dhapli or drum and ask the children to move on the beat. Keep on making it faster or slower as per the age of children	Moves as per 1-2 variations on the beat	Moves faster and with 2-3 variations in the beat	Moves much faster with 2-3 variations at frequent intervals
Creative Thinking	Open-ended Questions Ask children simple questions which stimulate their imagination	Can give one or two lines answer to a question e.g. what will you do on Diwali?	Can give 3-4 line answer to a question e.g. what will happen if you get wings?	Can answer in detail e.g. How many ways can you use a bucket?
Aesthetic Appreciation	Nature Walk – Develop sensitivity towards colour and beauty in the environment during Nature Walk.	Enjoys Nature Walks & admires flowers, butterflies etc.	Enjoys Nature Walks and admires & collects flowers & leaves.	Enjoys Nature Walks, admires & collects different types of leaves and flowers.

2.5.5 Nature Walk

- Nature Walk refers to taking children on an outing in a park, garden etc. to observe natural phenomenon.
- Nature walk is an excellent activity for stimulating language through first hand observation of natural phenomena, for example, changes due to seasons, plant growth, the physical environment, activity of birds and insects, etc.
- Remember the following while planning a Nature Walk
 - Prepare children before hand and tell them where they are going and what they should observe.
 - Try to give a specific assignment, for example, look out for and collect leaves/ twigs/dry leaves/fallen petals/ caterpillars etc.
 - Give tiny baskets/plastic bags/small match boxes for collecting the material.
 - Carry a magnifying glass and let them see leaves, ant hills, etc. through it, in small groups.
 - Encourage them to talk about what they are seeing around them.
 - Let them bring back the collected things which can be used for sorting, matching, classification, creative activities, etc.



2.6 Planning and Organising PSE Activities at AWC

- Organising PSE activities require systematic planning for full year, week and for every day in advance.
- PSE activities should be planned keeping in mind the age as well as the developmental level of children.
- While planning and organising PSE activities, **remember** to:
 - Give importance to:
 - Developmental needs of children
 - Age and stage of development
 - Balanced & integrated approach for holistic development
 - Reflect a balance of:
 - Individual and group activities
 - Outdoor and indoor activities
 - Active and quiet activities
 - Free and structured activities
 - Proceed from:
 - Concrete to abstract
 - Familiar to unfamiliar
 - Simple to complex
 - Follow the sequence of:
 - Real life experiences
 - Experiences through material that represent real life experiences
 - Experiences through pictures of real life experiences and drawings of objects
 - Working with symbolic material, like alphabets and words.
- Plan and organise PSE activities using **playway approach**

Tips for AWWs for Organising PSE Activities

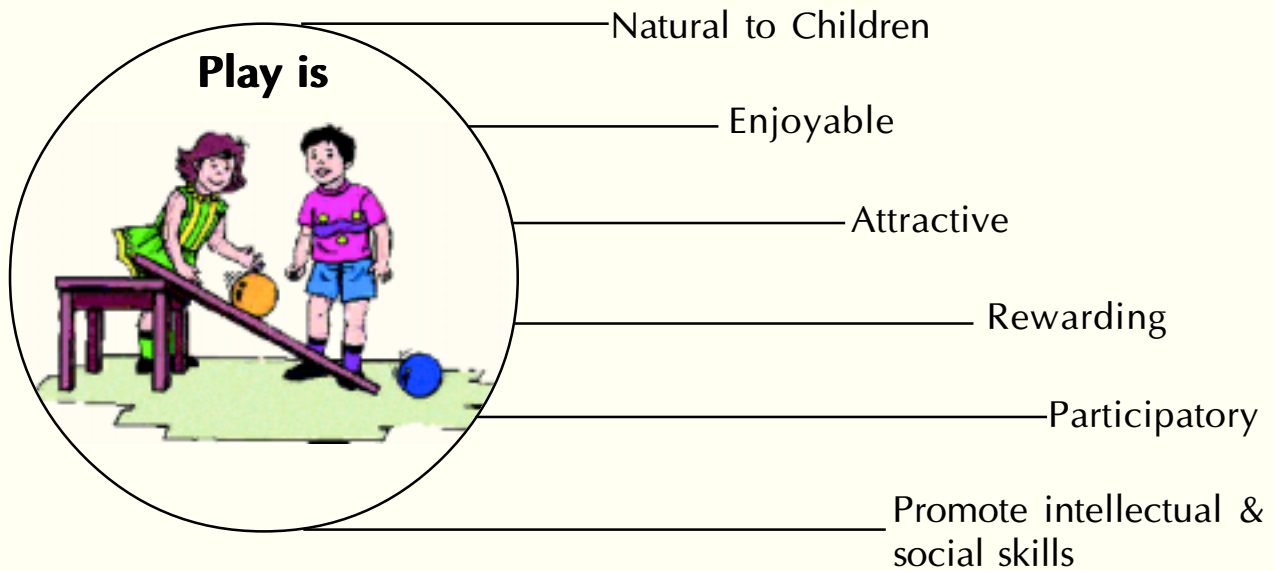
- Listen to what children say and respond to them
- Encourage children to speak, express their feelings and ask questions.
- Praise the efforts of all children and encourage them
- Involve all children in the activities, especially give opportunities to the quieter children to come forward.
- Help children to develop proper attitude, behaviour and habits in the Anganwadi
- Give simple and clear instructions, one at a time, to children for conducting the activities.
- Remember to include PSE activities from all the themes of child development.

Playway Method for PSE Activities

- **Playway method** is a way of providing child-centered, enjoyable and entertaining learning experiences to children through play for their all round development.
- **Playway approach** in organizing PSE activities help in -
 - Providing balanced, process-oriented programmes which fulfil development needs.
 - Creating environment to express ideas, explore & understand.
 - Promoting creativity and aesthetic sense
 - Making learning enjoyable
 - Fulfilling the need to touch, catch, jump, feel etc. and coordinate through physical & motor development activities
 - Giving opportunities for understanding concepts and developing basic cognitive skills
 - Fulfilling the need to learn, share, give & be with others
 - Fostering curiosity, ability to ask questions, need to listen, sing, repeat words, etc.
 - Building social relations
 - Promoting language and communication ability
 - Providing flexibility to accommodate immediate needs of children.
- **Playway activities** can be organised as small group activities where children are divided into small groups for doing guided and free play activities simultaneously.
- Children can also be divided into groups according to the age so that AWW has to guide only one group at a time.
- In a preschool, playway activities should start from free play, which are to be followed by structured play activities, constructional play activities and then creative play activities.

Playway Activities	
PSE activities based on Playway Methods are:	
● Free and structured conversation ● Story-telling and story-making ● Dramatisation ● Rhymes and songs ● Music and movement ● Free indoor play with puzzles, beads, blocks etc. ● Outdoor play	● Sand play ● Water play ● Puppet play ● Circle/group games and activities ● Structured cognitive and language activities with play material ● Nature walk ● Field trips/outings

What is Play?



Types of Play	
Free Play	– children play on their own without any specific instructions
Structured Play	– children are directed to play in some guided form i.e. with specific instructions.
Manipulated Play or Constructional Play	– involves putting things together to make something.
Creative Play	– Using imagination, thought and judgement in working with material and creating something new.



Theme Approach

Theme Approach can be used in planning activities, which means giving a complete experience to the child based on a theme, within the child's range of experience & understanding.

- Themes can be selected from the child's immediate environment and interest like –
 - Child's relationship with physical environment
 - Child's relationship to self and people
 - Child's relationship with technology.
 - Child's relationship with current issues and events
- Theme approach incorporates all areas of learning like outdoor games, picture reading, concept formation, dance, drama, puppet play etc.
- A theme can be carried out for a week or a fortnight based on ability to sustain interest and plan activities.

Sample List of Themes	
<i>Physical Environment</i> Plants Flower Trees Vegetable Fruits Animals Domestic/Pets Wild Life Birds Insects Weather/Seasons/Nature Rain Clouds Sun Sky Moon Stars Water Air Fire	<i>Relationship to Technology</i> Transport – road, water, air and rail Industries/factories/products Electrical gadgets Mass media TV/radio/computers Telephone <i>Self, Family and People</i> Myself Parts of the body Family Homes and Shelter Festivals Basic needs Food /Clothing Milk & Milk Products Occupation Games <i>Relationship to Current Issues</i> Health and hygiene Diseases Safe surroundings Safety habits Conservation of water / trees / energy

2.7 Illustrative Plan for a Day for Preschool Education Activities at an Anganwadi Centre

Activities	Time
● Welcome, Prayer and Checking Personal Hygiene	20 Minutes
● Free Conversation	10 Minutes
● Cognitive Activities in small and large group	20 Minutes
● Physical P.T/Outdoor Play	20 Minutes
● Art & Craft/Clay Modelling/Sand/ Water games/ Drama/Dance/ Puppet Play /Doll Play /Science Activity	20 Minutes
● Language Activities in large group – Rhymes/ Action Songs/Alphabets and Numbers & Picture/Chart Reading/Story telling	20 Minutes
● Pack up and Good bye (Children are sent back after giving Supplementary Food)	10 Minutes

Note:

- *Nature walk to be organised once in two months.*
- *Visit to zoo, outings and celebration of birthdays & festivals as per the convenience.*



2.8 Basic Minimum Kit of Play Material for Preschool Education Programme

- A Basic Minimum Kit for PSE activities is provided to AWCs by the State Government, the details of which are given below:

Material in PSE Kit	
1. Building Blocks 2. Shape Tower 3. Construction Toys 4. Threading Boards 5. Beads and Wires 6. Arranging Tray	7. Body Part puzzle 8. Flannel Board with Cut outs 9. Dolls 10. Kitchen set 11. Wheel toys 12. Dhapli

PSE Kit Material and Purpose	Activities to be Conducted
1. Building Blocks • Through fun and free play promote: – Creative thinking – Fine muscle coordination – Social skills through group play – Classification skills – Problem solving skills – Aesthetic development – Concept formation	• Children can be asked to separate the blocks according to shapes, color, size to enhance their classification skills. • Draw or trace a particular block. • Matching of blocks • Pairing identical block by touching/feeling the shape in a bag. • Naming/learning names of the shapes –circle/triangle, square, rectangle. • Running by balancing block on the head.
2. Shape Tower • For Promoting: – Exploratory play – Problem solving – Creativity – Development of concepts of colour, shape, size, weight, length etc.	• Building a tower • Touch, see and say • Make a road map • Colour & shape matching • Weight game • Block and socket game
3. Construction Toys • For Promoting: – Fine motor skills – Creativity – Self confidence – Team spirits – Eye hand coordination	• Matching the blocks • Play Memory games • Naming colour of the blocks.

PSE Kit Material and Purpose	Activities to be Conducted
4. Threading Boards ● For Developing: – Eye hand coordination – Fine muscle coordination – Imagination and creativity – Self confidence	● Thread the board ● Join the board by threading ● Balancing board on head ● Tracing on floor or paper ● Sense of touch – can feel texture (smooth/rough).
5. Beads & Wires ● For Developing: – Fine muscle coordination – Eye hand coordination – Concentration – Cognitive skills – Social skills	● Guessing – No. of beads in each hand ● Playing game with beads ● Sorting out mixed beads ● Threading the beads in a given pattern.
6. Arranging Tray/Fruit and Vegetable Board ● For Promoting: – Concept formation – Cognitive skills – Fine muscle coordination	● Match and fix fruits & vegetables in shape slots provided on the board ● Sorting fruits and vegetable separately ● Name fruits and vegetables.
7. Body Parts Puzzle ● Through fun and free play: – Skills of exploration – Creativity – Language skills – Concept formation	● Complete the body by using the various pieces ● Arranging the pieces in different ways to form different postures
8. Flannel Board with Cut Outs ● For Developing: – Language skills – Creative thinking – Imagination – Awareness of things/objects available in the environment – Skills of working in a group – Positive self concept – Self confidence	● Story telling ● Picture reading/conversation ● Making different pictures/stories ● Matching and classification games ● Finding a Partner (game)

2.9 Anganwadi – A Centre for Joyful Learning

Goal Provide enjoyable, enriched and stimulating environment for holistic development of children

Objectives

- a) Ensure exciting, enjoyable & nurturing environment
- b) Provide enriched learning experiences and opportunities to explore, experiment & discover.
- c) Give exposure to a variety of objects, places, toys and play facilities.
- d) Provide opportunities for meaningful interaction with adults and children.
- e) Generate warmth and emotional security and support

Approach Playway Approach

Minimum Requirements

- Adequate space for group work, individual work & specific activities.
- Good quality, durable and safe play material within children's reach.
- Useful and comfortable equipment and furniture for work area and both indoor and outdoor activities.
- Outdoor area to be organised for freeplay, structured games, physical exercises, multimedia activities with water, sand and clay, bird's house/animal corner etc. and Toilet
- Indoor space to be organised to provide space for children to sit in a semi circle & play.
- Specific areas can be marked as:
 - i) **Work Area** – area where children can sit in groups and do puzzles, and writing work. It should have a blackboard.
 - ii) **Cooking Corner** – Place for cooking and serving supplementary food, storage of food, supplies and drinking water.
 - iii) **Object Corner** - With blocks, ball, toys, picture books & PSE Kit within children's reach. It should have cupboard for storage of PSE Kit & material.
 - iv) **Paper Work Corner** - with coloured papers of various shapes & colours and a display board for putting the craft work done by children
 - v) **Art & Craft Corner** – with slates, chalk, crayons, paint & paint brushes.
 - vi) **Doll's Corner** – with dolls and their clothes, kitchen set, sofa set, puppets etc.
 - vii) **Science Corner** – with jars, bottles, spoons, salt, sugar etc. for simple science experiments with water, air, seeds and plants.
- Indoor area should also have an area marked 'My Corner'. It should have a - Mirror on the wall, Weighing Scale and Height Chart, and a set of Comb and Towel in a pouch for each child with the name of the child written on it.

Resources for PSE

- PSE material & equipment provided from CDPO's Office.
- Low cost play material prepared by AWW
- Toys given by community
- Material and equipment given by the community, Panchayat, Youth Club, etc.

An AWW & a Helper are responsible for setting up and managing an Anganwadi Centre.



Layout of an Anganwadi

