Vocational Higher Secondary Education (VHSE)

Second Year

Crèche and Pre-School Management

Reference Book

Government of Kerala

Department of Education

**State Council of Educational Research and Training (SCERT),
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FOREWORD

Dear Learners,

This book is intended to serve as a ready reference for learners of vocational higher secondary schools. It offers suggested guidelines for the transaction of the concepts highlighted in the course content. It is expected that the learners achieve significant learning outcomes at the end of the course as envisaged in the curriculum if it is followed properly.

In the context of the Rights- based approach, quality education has to be ensured for all learners. The learner community of Vocational Higher Secondary Education in Kerala should be empowered by providing them with the best education that strengthens their competences to become innovative entrepreneurs who contribute to the knowledge society. The change of course names, modular approach adopted for the organisation of course content, work-based pedagogy and the outcome focused assessment approach paved the way for achieving the vision of Vocational Higher Secondary Education in Kerala. The revised curriculum helps to equip the learners with multiple skills matching technological advancements and to produce skilled workforce for meeting the demands of the emerging industries and service sectors with national and global orientation. The revised curriculum attempts to enhance knowledge, skills and attitudes by giving higher priority and space for the learners to make discussions in small groups, and activities requiring hands-on experience.

The SCERT appreciates the hard work and sincere co-operation of the contributors of this book that includes subject experts, industrialists and the teachers of Vocational Higher Secondary Schools. The development of this reference book has been a joint venture of the State Council of Educational Research and Training (SCERT) and the Directorate of Vocational Higher Secondary Education.

The SCERT welcomes constructive criticism and creative suggestions for the improvement of the book.

With regards

Dr. P. A. Fathima
Director, SCERT Kerala

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PART A

PART B

ABOUT THE COURSE

Crèche and Pre-School Management (CPSM) is a unique course which offers certified training to Vocational HigherSecondary (VHS) students in early childhood care, development support, assessment and preschool education in a scientific way. Lack of facilities to nurture children in a safe and healthy environment is a main problem faced by all parents, especially the employed parents. Developing various life skills, competencies and school readiness in their children is another major concern. This course aims to develop in VHS learners the skill to take care of the all-round development and educational needs of young children from the age of 6 months to 6 years.

The new syllabus gives ample exposure to improve the soft skills as well as the practical skills of VHS students who have opted for this subject. The entire syllabus is designed as four independent progressive modules. The first module mainly deals with the development support and assessment of children from birth to 6 years. The CPSM students may get employment in hospitals as developmental therapy assistants, or as assistants in various child care centres. Moreover, this module will be a background support for their teaching skills too.

The second module provides the know-how of the basic methodology and practical experience in various pre-school teaching methods like Pre-school, Kindergarten and Montessori. As the module familiarizes the international methods of pre-school education, it gives a scope for the students to work in any kind of pre-school environment in India or abroad.

The third module gives more exposure to the Montessori method as it is the most accepted child-centric, activity-oriented, life related and outcome-based child education all over the world. In India, so far,the Montessori method is mostly seen in metropolitan cities. Now it is seen to be rapidly spreading even in rural areas. We are facing a scarcity of well trained Montessori teachers in proportion to the number of schools functioning in Kerala. The use of Montessori apparatus and learning materials for educating differently abled students are proven to be very effective.

The fourth module discusses the managerial aspects of establishing and running a crèche/Montessori school/ preschool with the intention to improve entrepreneurship skills in students to start their own projects in the field of early childhood care and education.

MAJOR SKILLS

1. Ability to do early childhood Developmental Assessment using scientific tools.

   - Measure the height, weight and head circumference of children below 6 years of age.

   - Assess different developmental areas of children using NEST evaluation scale.

   - Assess social development of children using Vineland Social Maturity scale

   - Assess vocabulary using standard chart

   - Identify certain symptoms of developmental delay

   - Identify certain symptoms of behavioral problems in children

   - Identify children with speech and articulation problems

   - Identify certain symptoms of learning disability

   - Identify certain symptoms of habit disorders.

   - Identify certain symptoms of ADHD using standard tools

   - Identify IDD, cerebral palsy, autism

   - Identify growth retardation.

   - Identify symptoms of deficiency diseases.

   - Analyze the deficiency or sufficiency of diets of children

2. Ability to do development Support for children

   - Design activities for enhancing development- physical, motor, social, emotional, aesthetic and moral

   - Communicate with parents of children who are suspected of developmental delay.

   - Give activities to children as per the Jamaican Portage guide to improve physical and motor development, concept formation, and memory, and language, aesthetic and moral development.

- Design and performing activities to strengthen life skills in children.

- Collect and perform a set of stories and rhymes for children.

- Plan schedules for feeding, bathing, clothing and napping children.

- Prepare infant formula as per the need

- Prepare weaning foods.

- Give awareness about communicable diseases and immunization schedule.

- Provide first aid for minor accidents

- Provide Home remedies for minor ailments

3. Ability to provide early childhood education in different methods

- Plan suitable activities

- Plan lessons

- Collect age-appropriate rhymes and stories for children

- Present stories and rhymes in an attractive way

- Design special classroom activities for children with different learning difficulties or developmental delays.

- Make educational stories, script for dramas and present puppet shows.

- Assess the effectiveness of classroom activities

- Plan classroom activities to improve attentiond, concentration etc.

- Break bad habits, social skills and values

- Plan lessons in different systems of education like Kerala pre school curriculum, EYFS system montessori method and KG method.

4. Ability to impart Montessori method of teaching

- Setting up a Montessori environment

- Designing time table for a Montessori class.

- Age-wise collection and performing of rhymes and stories

- Plan a practical time table

- Present various apparatus and learning materials before children.

- Arrage activity oriented class room/environment.

- Conduct formative and summative evaluation of each child.

- Practical presentation of preliminary, EPL, sensorial, mathematical, language, and EVS activities.

- Assessment of learning outcome of children.

- Keeping records for evaluation of activities of each child.

5. Ability to plan and implement new project in the field of childcare and education

    - Budgeting

    - Time planning

    - Written and oral communication

    - Planning of activities

    - Planning of building

    - Selection of site.

    - Writing of good proposals

    - Tax filing

    - Job delegation

SYLLABUS

MODULE: 3
Module:4 Methodology of Montessori teaching

Unit 1 : The Foundations of Montessori Education   70 periods

3.1.1.   Dr. Maria Montessori - her life and contribution.

3.1.2.   Development of Montessori Method of Education

3.1.3   Aims of Montessori Education

3.1.4   Principles of Montessori Education

3.1.5.   Philosophy of Montessori Education

3.1.6.   Other key concepts of Montessori Education

3.1.7.   The three key components in Montessori education

3.1.8   Difference between Montessori method, KG method and other traditional methods of pre-school education.

Unit 2 :   Areas and methods of Montessori Teaching   120 periods

3.2.1.   Areas of learning in Montessori method - EPL, sensorial, language, mathematics, culture and other enrichment programmes

3.2.2.   Methods of Montessori Education

3.2.3.   The Method of Presentation of Montessori Materials and activities.

3.2.4   Things to remember when presenting the Montessori activities

3.2.5   Presentation of activities in different areas

Practical learning of presentations in all areas (sample activities or a few examples from each)

3.2.6.   Stories and rhymes and ways of presentation

3.2.7   Role, preparation and qualities of a Montessori directress

3.2.8.   Daily activities in a Montessori school

3.2.9.   Observation, study visits, long walks and nature observation

3.2.10.   Nature in Education

Unit 3 : Organization of Montessori Environment and it's Design
100 periods

3.3.1. Infra structure facilities needed in a Montessori House of Children

3.3.2 Specially prepared environment (classroom) - its nature and facilities

3.3.3. The Six Principles of the Montessori Prepared Environment

3.3.4 The didactic apparatuses/Montessori materials

3.3.5. Arrangement of Apparatus /Materials in different sections

3.3.6. Maintaining the environment

3.3.7 Montessori ground rules for children

Unit 4 : Assessments And Evaluation In Montessori Education 50 periods

3.4.1. Methods of assessment and evaluation in Montessori Method

3.4.2. How to evaluate a Montessori child?

3.4.3. Eight characteristics of the authentic Montessori experience:

3.4.4 Learning outcomes of Montessori activities

3.4.5. How Progress Reports Work in the Montessori Classroom?

3.4.6. Records to be maintained as part of evaluation.

Module: 4 Organization and Management of Crèche/Pre schools/Montessori schools.

Unit 1 : Planning and Organization of Crèche /Pre schools and Montessori schools   70 periods

4.1.1 Management: Role, Importance and steps

4.1.2 Resources-Meaning, classification and characteristics

4.1.3 Ways of managing the resources like time and energy

4.1.4 Role of communication in management

Unit 2 : Human resource management   100 periods

4.2.1   Human Resource Management-Importance

4.2.2   Human Resource-Recruitment and Selection

4.2.3   Delegation of authority and responsibility

4.2.4   Training and empowerment

4.2.5   Method of resolving conflicts

4.2.6   Role of vision and Mission

Unit 3 : Infrastructural requirements   70 periods

4.3.1   Land

4.3.2   Building

4.3.3   Environment and Pollution

4.3.4   Drinking water, drainage and other Sanitary facilities

4.3.5   Furniture

4.3.6   Play equipments

4.3.7   Additional facilities needed for crèche

Unit 4 : Fiscal Management &Budgeting   100 periods

4.4.1   Fiscal Management-Resource mobilization, Budgeting

4.4.2   Financial Registers and Records to be maintained

4.4.3   Basic accounts needed for pre- schools

4.4.4   Entrepreneur Support Scheme

4.4.5   How to write a good proposal/project

4.4.6   Tax filing

MODULE. 3:
METHODOLOGY OF MONTESSORI TEACHING

Overview

The quality and type of education we get in our pre-school and primary stage influenced us throughout our life. All our later education and creativity are built up on the foundation laid during our pre-school stage. If the preschool and primary schools have failed to ignite our independent thinking, creativity, freedom, and experimenting mentality, through a variety of learning experiences, our development might be at a lower level than what the nature has gifted to us and inherent talents may not develop to their full potential.

 Experts tell us that 90% of our brain development occurs by the age of five. Dr. Montessori's approach and methodology was an example of truly child-centric, activity-based, constructivist, life skill-oriented and value focussed education all over the world. Her ideas on education go along with the ideas of famous educationists Friedrich Froebel, Lev Vygotsky, Rudolf Steiner, Jerome Bruner and Piaget. Latest researches show that Montessori Method is better than any other pre- school and primary education programmes. (Ref.Dr. Anlelin Lillard and Elsa Quest: 'The science' journel-2006).It is in this context, the Montessori Method is introduced in the CPSM course.

The third module gives more exposure to the Montessori Method as it is the most accepted child centric, activity oriented, life related and outcome based child education all over the world. In India, this method was mostly seen in Metropolitan cities, but now it is seen to be rapidly spreading even in rural areas. So we are facing a scarcity of well trained Montessori teachers in proportion to the number of schools functioning in Kerala. The use of Montessori apparatus and learning material for educating differently abled students has proved to be very effective. The Montessori trained teachers can teaching Kindergraden method also.

This module provides the theory and practical ways of handling classes in Montessori method of pre-school education. It also explains about all the essential Montessor apparatus.

To be more specific, the module includes four units namely, the foundations of Montessori education, the methods and areas of Montessori teaching, organization of Montessori environment, classroom designs and evaluation in Montessori Education. While progressing from unit 1 to 4, the students will be able to arrange a Montessori environment and to teach (direct) children in Montessori method.

UNIT 1
THE FOUNDATIONS OF MONTESSORI EDUCATION

1. Introduction

The Montessori Method of education, developed by Dr. Maria Montessori, is a child-centered educational approach, based on scientific observations of children from birth to adulthood. Dr. Montessori's Method has been time tested, with over 100 years of success in diverse cultures throughout the world. The Montessori approach is possibly best known today for the contribution it makes to our understanding of the importance of learning through the senses and the development of learning materials that are today referred to as educational toys.

So this unit aims at providing an overview of the historical background, aims, philosophy and principles of Montessori Education. The key concepts of Montessori Education, the triangular relationship between the teacher, child and favourable environment are also discussed in this unit. Special focus is given to all the theoretical aspects of Montessori Education so that the learner can convert knowledge and skills necessary for Montessori teaching.

2. Learning Outcomes

The learner:

- Explains Dr. Maria Montessori, her life and contribution.
- Depicts the development of Montessori method of Education
- Enlists the aims of Montessori Education
- Enumerates the principles of Montessori Education
- Explains the philosophy of Montessori Education
- Identifies the other key concepts of Montessori Education
- Relates the three key components in Montessori Education

3.1.1. Dr. Maria Montessori - her life and contribution.

Dr. Maria Montessori is the founder of the Montessori Method of Education. She was an Italian physician, educator, and innovator acclaimed for her educational method that builds on the way children naturally learn. She opened the first Montessori School- the Casa dei Bambini or Children's House -in

Rome on 6 January, 1907. Subsequently, she travelled worldwide and wrote extensively about her approach to education, attracting many devotees. There are now more than 22,000 Montessori Schools in at least 110 countries worldwide.

Dr. Maria Montessori

Maria Montessori was born on 31 August, 1870, in the provincial town of Chiaravalle, Italy. Her father was a financial manager for a state run industry. Her mother was raised in a family that prized education. She was well schooled and an avid reader-unusual for Italian women of that time. The same thirst for knowledge took root in young Maria, and she immersed herself in many fields of study before creating the educational method that bears her name.

In the years following and for the rest of her life, Maria dedicated herself to advancing her child centered approach to education. She lectured widely, wrote articles and books and developed a program to prepare teachers in the Montessori Method. Through her efforts and the work of her followers, Montessori education was adopted worldwide.

Maria Montessori pursued her ideals in turbulent times. Living through war and political upheaval inspired her to add peace education to the Montessori Curriculum. But she could do little to avoid ensnared in world events. Travelling in India in 1940 when hostilities between Italy and Great Britain broke out, she was forced to live in exile for the remaining years of the war. There she took the opportunity to train teachers in her method.

At the end of the war she returned to Europe, spending her final years in Amsterdam. She died peacefully in a friend's garden on May 6, 1952. She was nominated to the Nobel prize thrice.

3.1.2. Development of Montessori Method of education

In the first half of the 20th century, Dr. Maria Montessori decided to address the problem of education with a fresh outlook. In effect, she redesigned education from the ground up. How Dr. Montessori went about developing the new system of education is an interesting story.

The first Casa-dei-Bambini:

The institution aroused much discussion on the reversed roles of the adults (teachers) and the child. The centre of activity is the learning by the child himself. He can choose and occupy the materials and his movements. The first

Casa-dei-Bambini were not a place arranged for determined educational experiment or scientific educational research. It provided an example of initial discovery. The conception of a material environment in which everything should be in a proportion to the size of a child has been well received. When the first school was opened in 6 January 1907 for 50 small children of illiterate parents between the ages of 3 to 6 years, it was not based on 'Montessori Method'. But shortly after that, that method came into existence.

Teaching Materials:

The objects presented to the normal children did not have the same effect on the retarded children. The apparatus was useful to assure the interest of retarded children to improve their mental health. Dr. Montessori had to put in all her energy in persuading these children to work with these materials. And when the child became interested in the object, he fixed his attention on it and went on working and working without rest, in a wonderful state of concentration.

The conditions of first Children:

The children were tearful, frightened and shy. They were very poor and suffered from malnutrition. So the Casa-dei-Bambini was not a real school when Dr. Montessori was given charge of the school. Special furniture and scientific apparatus were prepared. She wanted observe the reactions of younger normal children and the older retarded ones to the same apparatus.

How did Montessori found the 'repetition of exercises?'

The first phenomenon that awoke Montessori's attention was that of a little girl of three years who was working on Cylinder blocks. Dr. Montessori was surprised to see that the small child was repeating that exercise with keenest interest. She showed no progress in skill or speed. The other teacher was told to make other children sing and move about. But the girl repeated the exercise 42 times and then stopped and was very happy. She was very much absorbed in her work. Thus Montessori discovered a special characteristic of the child, 'Repetition of exercise'.

How did Montessori found the 'feeling for order?'

Children's feeling of order was found as a result of a very simple incident. The Mistress used to distribute and put back the materials in its place after the use of children. But when she was doing this, the children got up and stood around her. The teacher felt that they were disobedient. When Montessori watched this she understood that what they wanted was to put the various objects back themselves. So she allowed them to do so. Thus began a kind of new system for them to put things back and to tidy up any disorder.

The finding of 'free choice'

One day the teacher forgot to lock the cupboard. She came a little late the next morning. The teacher found that the students were taking things and carrying them. Dr. Montessori interpreted that the children now knew the objects and were able to choose them and work. Thus the freedom for choosing the activity began. Montessori provided low pretty cupboard for children. Thus the principles of free choice came into existence.

Children like activities; not the toys.

Though the school contained some really wonderful toys, the children never chose them. Dr. Montessori showed them how to use such toys. The children showed interest for some time but then they went away. Every passing minute was precious to them. They liked meaningful, challenging activities.

Spontaneous discipline

In spite of freedom, the children as a whole gave the impression of extra ordinary discipline. They took their own material, made the school tidy, and if the teacher came late or left them alone, everything went well. This order and discipline was combined with spontaneity.

Explosion of writing

Once two or three illiterate mothers came to Dr. Montessori and asked her to teach their children how to write and read. So Dr. Montessori taught the children some of the letters of the alphabet which the Mistress cut out of hardboards and sand papers. Children could touch them with finger tips and feel the shape in writing. She also arranged them on a board putting together the letters of similar shapes, so that the movements of little hands should be uniform.

One day a child began to write and shout aloud: "I have written". The other children rushed up to him and watched with interest the words that their

playfellow had traced on the ground with a piece of chalk. Some crowded to write on the blackboard, some started writing on the floor. They began to write everywhere. Thus the written language started as an explosion and an unexpected event. But when books were given to the children, they were not interested. It might be because they were not exposed to the way of reading.

Reading came later

It was about six months later that the children began to understand what reading meant and they associated it with writing. Later on, while Dr. Montessori was preparing material for teaching printed alphabet, for book reading practice. Thus the children began to read the printed matter in the school. At the same time their parents came to tell Dr. Montessori that the children stops in the streets to read the sign boards, so that it was impossible to go out for a walk with them.

3.1.3 Aims of Montessori Education

(1)   Assist children in their mental and physical ability to work appropriately in the environment (normalization)

(2)   Allow children to have freedom coupled with responsibility.

(3)   Create in the child the sense of self discipline, concentration, motivation and sensitivity to things around him.

(4)   Development of social skills and emotional growth, physical co-ordination as well as cognitive preparation

(5)   Help the children acquire a sense of common humanity that binds people of all races.

(6)   Develop a positive attitude towards school and learning

(7)   Form extended habits of concentration, initiative and persistence

(8)   Provide a carefully planned stimulating environment where children are free to respond to their natural drive to work and learn

(9)   Awaken the child's sense of imagination

(10) Encourage the child's inherent love of learning

3.1.4 Principles of Montessori education

The eight Principles of Montessori Education are

(1) The movement and cognition are closely entwined, and movement can enhance thinking and learning.

(2) The learning and well-being are improved when people have a control over their lives.

(3) People learn better when they are interested in what they are learning.

(4) Tying extrinsic rewards to an activity, like money for reading or high grades for tests, negatively impacts motivation to engage in that activity when the reward is withdrawn.

(5) Collaborative arrangements can be very conducive to learning

(6) Learning situated in meaningful contexts is often deeper and richer than learning in abstract contexts.

(7) Particular forms of adult interaction are associated with more optimal child outcomes

(8) Order in the environment is beneficial to children.

Each Principle is briefly reviewed in the following sections.

(1) Movement and Cognition

The first principle is that movement and Cognition is closely entwined. The observation makes sense: our brains evolve in a world in which we move and do, not a world in which we sit at desks and consider abstractions. Dr. Montessori noted that thinking seems to be expressed by the hands before it can be put into words. The findings imply that education should involve movement to enhance learning

(2) Choice

The second principle is free choice. Dr. Montessori noted that children seemed to thrive on having choice and control in their environment, and she envisioned development as a process of the child's being increasingly able to be independent in his or her environment. Although good Montessori programs impose definite limits on this freedom, Montessori children are free to make many more decisions than children in traditional classroom.

(3) Interest

The third principle is that the best learning occurs in contexts of interest. Dr. Montessori created situational interest in part by designing materials with which children seemed to want to interact. She also trained Montessori teachers to give lessons in a manner that would inspire children.

(4) Extrinsic rewards are avoided

According to Dr. Montessori extrinsic rewards such as gold stars and grades are disruptive to a child's concentration.Indeed, rewards and punishments have no place in the Montessori classroom because it is important for children to work from their own self-motivation. If children work in order to get a gold star, some other prize or to avoid the disapproval of an adult it is impossible for a teacher to see what the child's true interests are.

(5) Learning with and from peers

In traditional schooling, the teacher gives the children information, and children rarely learn from each other or directly from materials. Younger children are more apt to play side by side, but not necessarily together, whereas elementary age children are intensely social.

(6) Learning in Context

In traditional schooling, children sometimes learn without understanding how their learning applies to anything besides school tests. Dr. Montessori reacted to this by creating a set of materials and a system of learning in which the application and meaning of what one was learning should come across to every child. Rather than learning largely from what teachers and texts say to them, children in Montessori programs learn largely by doing.

(7) Teacher ways and child ways

When teachers/adults provide clear limits but set children free within those boundaries and sensitively respond to children's needs while maintaining high expectations, children show high levels of maturity

(8) Order in environment and mind

Montessori classrooms are very organized, both physically and conceptually. Order is very helpful to learning and development, and that Dr. Montessori was right on target in creating very ordered environments in schools. It also speculates on the potential neurological impact of presenting orderly sequences of materials intended to tune the senses.

3.1.5. Philosophy of Montessori Education

Acc: to Montessori, there were certain things that were very important for a child's natural development.

(1) Natural Spirituality

Montessori saw that children held within them something wonderful, something so special that it could be the key to changing the world. She saw that they were inherently good and that, if allowed to develop freely, they felt connected to everything and were naturally caring to each other and the world around them. The more that she worked with the children, the more convinced she was that they had precise inner guides and that the work of adults was to help them to be all that they could be.

(2) Children thrive on order and structure

Order plays a very important part in the lives of young children. Order consists in recognizing the place for each object in relation to its environment and in remembering where each thing should be. Such awareness is essential for a child to feel secure within its environment and to build on existing experiences. Great emphasis is therefore put on order within the Montessori classroom.

(3) Children move through sensitive periods

Maria Montessori believed that children pass through phases in which at certain stags throughout their development they have a predisposition or sensitivity to learning a specific skill. These stages are called 'sensitive periods'! Each period last for as long as it is necessary for the child to accomplish a particular stage in his development. These periods of sensitivity are transitory and when the aim of the period is accomplished the special sensitivity simply falls away. In other words it reaches its peak and dies away. These sensitive periods can be thought of as moments of readiness for learning. Sensitive periods appear as an intense interest for repeating certain actions over and over again, until, out of repetition, a new skill emerges and is mastered. These sensitive periods manifest themselves by a pattern of behavior.

(4) Children learn through their senses

Maria Montessori believed that nothing comes into the mind except through the senses. During the years between three and six, as children develop their senses, their attention is directed toward the environment. She believed that children loved working with beautiful objects so all the materials were prepared with the greatest care.

(5) Children need freedom

Montessori saw freedom as the single most important factor in allowing children to develop as spontaneous, creative individuals. She saw the role of education as providing environments in which the children could be set free to follow their natural impulses to become the wonderfully dynamic, natural learners they were designed to be.

(6) Children absorb their culture

Montessori's emphasis on children being allowed the freedom to work alone and to develop concentration did not mean that she underestimated the importance of social development. Instead, what she saw was that it was precisely because the children were allowed to work in such freedom that they could display such love and care towards others. She saw that children literally absorbed the world around them and that true discipline and harmony was something that came from within and was not something that could be enforced.

(7) Big Teachers

Montessori called her teachers 'Directresses' because she felt that they sensitively guided, rather than controlled, the children's activities. She asked that they be more psychologists than teachers and considered that success lay in the ongoing nature of the teacher's own personal development as well as on the sensitivity of the observations of individual children. Ultimately she saw their role as not so much to teach the children as to direct the natural energies that they saw emerging.

(8) Little Teachers

As she watched the children busily going about their work, Montessori realized that it was natural and very easy for the younger children to learn by watching and listening to the older children. In fact she saw that children learn best this way and that something wonderful happened when a community of children could actively support and help each other. Montessori schools therefore encourage children of all ages to work together as a social group and do not normally split children by sex or age.

(9) Children are natural learners

Montessori saw that children underwent extraordinary transformations in overall happiness, self-confidence and self-discipline when they were allowed to follow their innate needs. She saw that the work of a child, therefore, was fundamentally

different to that of the adult: that the child worked for the joy of the process rather than for the end result, that the child had a need to repeat activities over and over until an inner need was fulfilled, and that the child was excited and energized through work, rather than burdened and fatigued by it. She felt that children only stopped loving learning when they were forced to go against their natural impulses.

(10) Learning Processes not Results

Montessori schools believe that children are at their happiest when they are busily involved in processes. Children are natural learners who, if left to follow their instincts, will want to constantly explore the world. For children, it's easy to enjoy the learning process because they haven't conditioned to value product over process. You can see evidence of this in that many three or four year olds will spend time creating a piece of artwork only to forget it at school or toss it aside when it's finished.

3.1.6. Other key concepts of Montessori Education

The Absorbent Mind

The Absorbent Mind is a phenomenon found and defined by Dr Montessori in the early twentieth century in children up to the age of six, which enables them to absorb knowledge quickly and effortlessly. Dr. Montessori called this process the absorbent mind, because the child essentially absorbs information about his or her environment unconsciously from birth to three and between three to six the child makes sense and gives meaning to their learning while continuing to acquire more. The mind of the child remains in this absorbent state from birth until 5-6 years. The whole of the child is being formed unselectively.

Normalization through work

What is the way to normalize the mentally deviated children? It is the 'work'. Concentration is the key that opens up the latent treasure within the child. The work and concentration purifies all the problems which are considered as the characteristics of the childhood. E.g.: Untidiness, disobedient, laziness, greediness, selfishness, quarrelling and naughtiness. The work helps for the creative imagination, delight in stories, attachment to a person, submissiveness, play etc. Even the features of childhood such as imitation, curiosity, inconsistency, instability of attention etc. disappear with normalization.

Nature in education

Man has created enjoyments in social life and brought about a strong human love in community life. However, the man still belongs to nature. It is the education that prepares the child of nature to a child of social being. Children should not feel that he/she is taken away from parents and put into a school. But she should be put into a Montessori House of Children which is usually an extension of home. The best way of strengthening children is immersing them in nature and allowing children their spiritual expressions and spiritual needs. These needs will be satisfied by giving chance to take care of plants and animals in the nature.

Mrs. Latter in England had developed a method of child education through gardening and horticulture. Art, household life and culinary preparation, washing of utensils etc. are included in this method. She has stressed the following points.

1. By caring plants and animals the child learns automatically about nature.

2. Through observation of plants and animals the child learns the phenomena of life.

3. Through seeing the seeds and waiting for the plant to grow the children acquire the virtue of patience and confident expectation which is the philosophy of life.

4. Children get inspiration from the marvels of creation-a world of living things.

5. Through the observation and care of plants and animals children understand the development of human race and the evolution of individual to harmonize with that of the humanity from hunter to food gatherer to farmer.

Observation & discovery

Through providing long walks, is given a chance the child to observe in detail and discover the environment. The child has to be informed that he is going for a walk and where he is going. It will be better to discuss the plan with the child- where to go, how to go and what to do there, so than he will visualize his future actions. Let him arrange his picnic basket and plan his journey. This plan should not be changed without his consent. There is creative value in his plan

and carrying out such plans. Let him spontaneously observe and explore and to follow his interest. Allowing the child to do so, we respect him and inspire him. It is an inspiration, due to parental love or natural affection. These observations and explorations of nature are necessary for the formation of correct ideas and acquisition of knowledge.

Deviated children

Deviations are the malformation of the body parts or the negative mental dispositions and misbehaviour of a child. Generally deviation from the normal may be seen in two aspects - physical and mental. Physical deviations are the visible malformation like harelip, club foot, hunch back etc. which happens due to adverse factors in the environment or to some inherited weakness. Mental deviations can be seen in the child's behaviour. Following are the factors (situations) for deviation.

1. The child has the will to ask; but his movements are hindered.

2. The will of adults to unnecessarily help the child.

3. Children are unable to co-ordinate psychic and physical elements together.

4. When an impatient adult scolds the child, he feels a sense of ill-being and confused how to express himself.

There are two ways of deviations:

1. Lying (telling false), timidity (shyness), quarrelsomeness, fear of various kinds, stammering, disorderly and destructive movements, continued disobedience etc. Montessori believes that certain behaviors like 'possessiveness' is also a deviation.

2. Excessive development of 'make belief'. Such children live in an imaginary world and talk to imaginary friends. Some children are continuously asking questions without waiting for answers. Some shows extreme attachment to another person without whom he can hardly exist. These are all mental deviation or abnormalism.

3.1.7. The three key components in Montessori education

The teacher, child and environment create the learning triangle.

The child

Montessori believed there are sensitive periods when children are more susceptible to certain behaviors and can learn specific skills more easily:

A 'sensitive period' refers to a special sensibility which a creature acquires in its infantile state, while it is still in a process of evolution. It is a transient disposition and limited to the acquisition of a particular trait. Once this trait or characteristic has been acquired, the special sensibility disappears.

Although all children experience the same sensitive periods (e.g., a sensitive period for writing), the sequence and timing vary for each child. One role of the teacher is to use observation to detect times of sensitivity and provide the setting for optimum.

The favorable Environment

Montessori believed that children learn best in a prepared environment, a place in which children can do things for themselves. The prepared environment makes learning materials and experiences available to children in an orderly format. Classrooms Montessori described are really what educators advocate when they talk about child-centered education and active learning. Freedom is the essential characteristic of the prepared environment. Since children within the environment are free to explore materials of their own choosing, they absorb what they find there. Maria Montessori was a master at creating environments for young children that enabled them to be independent, active, and to learn.

The teacher

The classroom is prepared by the teacher to encourage independence, freedom within limits, and a sense of order. The child through individual choice, make use of what the environment offers to develop himself, interacting with the teacher when support and /or guidance is needed.

Montessori named the concept 'auto education' in which the children are capable of educating themselves (also known as self-education). Children who are actively involved in a prepared environment and who exercise freedom of choice literally educate themselves. Montessori teachers prepare classrooms so that children educate themselves.

3.1.8. Differences between Montessori Method, Kindergarten Method and other traditional methods of preschool education

The differences between Montessori Method and other methods of preschool education are:-

Difference between Montessori and Kindergarten Method

Montessori Method	Kindergarten Method
1) Unit of teaching is individual.	Unit of teaching is a group of 8-10 children.
2) Montessori gave importance for 'work'. i.e., self-chosen learning activity.	Frobel believed that children will learn everything through 'play'.
3) The teacher is a 'Directress'.	The teacher is called a 'Teacher'.
4) When the child is tired of one occupation he himself chooses the next piece of work guided by the inner sensibility.	It is the teacher's duty to suggest a change in the activity or encourage undertaking new duties.
5) Prepared environment is important, so that the children can freely choose their occupation, length of time etc.	Children play in natural surroundings as per the direction of the teacher. There is no choice for the individual child.
6) Exercise with didactic apparatus enable the child to acquire practical skills, sensory skills, the elements of reading, writing arithmetic etc.	Variety of toys (Froebel's Gifts) is used to gain ideas of weight, size, number, colour, shape etc.

7) Montessori is always for a real world, an objective world of things, seen, felt, moved and experienced. This is the best way to develop imagination.	There is no such emphasize in Kindergarten.
8) Dr. Montessori is an opponent of fairy tales especially with the children of 2 - 4 years. Acc: to her it may cause a serious and permanent harm to the child.	No concern about telling any kind of stories.
9) Montessori gave importance to the intellectual development of the child through various activities and materials.	The Kindergarten method has never seen the child's passion for intellectual work. According to Froebel, child is lower than he really is and this is because Froebel has never seen the 'soul of the awakened child'.
10) Montessori's approach is objective and real.	Froebel's approach is subjective. It is the teacher's business to exploit child's immaturity and deliberately encourage his play tendencies.

Difference between Montessori and Traditional Education

Montessori Education	Traditional Education
(1) Based on helping the natural development of the human being	Based on the transfer of a national curriculum
(2) Children learn at their own pace and follow their own individual interest	Children learn from a set curriculum according to a time frame that is the same for everyone
(3) Children teach themselves using materials specially prepared for the purpose	Children are taught by the teacher
(4) Child is an active participant in learning	Child is a passive participant in learning

(5) Understanding comes through the child's own experiences via the materials and the promotion of children's ability to find things out for themselves	Learning is based on subjects and is limited to what is given
(6) Learning is based on the fact that physical exploration and cognition are linked	Children sit at desks and learn from a whiteboard and worksheets
(7) Child can work where he/she is comfortable, move around and talk at will while not disturbing others	Child is usually assigned his own chair and is encouraged to sit still and listen during group sessions
(8) The teacher works in collaboration with the children	The class is teacher led
(9) The child's individual development brings its own reward and therefore motivation	Motivation is achieved by a system of reward and punishment
(10) Environment and method encourage internal self-discipline	Teacher acts as primary enforcer of external discipline
(11) Child works as long as he/she wishes, on chosen project	Child generally given specific time limit for work
(12) Mixed age groups	Same age groups
(13) Shared focus on the acquisition of academic, social, practical and life skills	Main focus on academics

Practical Activities

1. Preparation of an album cum scrap book about Maria Montessori, her life and contributions, Montessori Method and other Educational Methods.

Steps:

- Preliminary discussion in the class room
- Division of students into different groups

- Resource collection(pictures, articles, write up, Sample materials…)
- Preparation of album/scrap book.

2. Discussion using Slides/video clips etc. on Aims, Philosophy and Principles of Montessori Education

Steps:

- Presentation using Slides/video clips showing the aims, philosophy and principles of Montessori Education.
- Group Discussion
- Consolidation of the main points in the practical diary.

3. Face to face with an expert -- discussion on Key concepts of Montessori Education.

Steps:

- Inviting an expert in the field of Montessori Education
- Free interaction and discussion on the key concepts of Montessori Education.
- Consolidation of points in the practical Diary.

4. Simulation-Relationship between the child, favorable environment and the teacher

Steps:

- Creation of classroom situations.
- Learners are playing the roles of teachers and students in groups
- Teacher presents a learning item before the children
- Discussion
- Consolidation of the relationship between the child, the teacher and the favorable environment in each group

5. Preparation of leaflets showing the differences between Montessori Method and other traditional methods of preschool education.

Steps:

- Dividing the students into different groups

- Discussion about the differences between Montessori method, kinder garten method and other traditional methods of preschool education

- Consolidation of points in a precise form.

- Preparation of leaflets

- Display in the classroom

- Keeping of the sample in the port folio

Assessment Activity

- Work Diary

- Collection

- Class test

- Portfolio

- Assignment

- Seminar

Sample TE Questions:

1. Prepare a chart showing the mile stones in the life of Maria Montessori

2. Prepare an essay about the life of Dr. Maria Montessori

3. Prepare a chart showing the development of Montessori Method of education.

4. Explain the concept 'explosion of writing'.

5. Enlist the aims of Montessori Education.

6. Enlist the principles of Montessori Education.

7. Explain the role of rewards in Montessori Education.

8. Explain the term learning in context.

9. Explain the term natural spirituality.

10. Describe your view about sensorial education.

11. Write short note on the importance of processes in Montessori education compared to results.

12. Enlist the characteristics of sensitive periods.

13. Explain the concept observation and discovery.

14. Explain the triangular relationship between the child, favorable environment and the teacher.

15. Explain the role of the teacher in a Montessori class room.

16. Prepare a chart showing the differences between Montessori Method and kinder Garten method.

17. Enumerate the differences between Montessori Method and other traditional methods of preschool education.

UNIT.2.
AREAS AND METHODS OF MONTRESSORI EDUCATION

Introduction

This unit aims to provide the practical aspects of Montessori education like areas of learning and methods. Learners will get definite, organized information about the different areas in Montessori education like EPL, sensorial, Arithmetic and language, Zoology, Botany, Geography and other cultural aspects of life.

The Practical presentation of Learning Apparatus and the activities are the main features of Montessori Method. They are to be learned by the students through practical demonstrations, continuous self practice and presenting in front of the children during the teaching practice. Some sample activities are given in this unit. It is not possible to give all activities in this book. Students can make their own practical notes while they are attending the practical classes.

This unit also gives information about the methods of presenting stories and rhymes. The unit enlightens the learners about the role, preparation and qualities of a Montessori Directress (Teacher). They will also be equipped with the ways of conducting daily observations, study visits, long walks nature observation etc.

Learning outcomes

The learner:

- Explains the areas and materials of learning in Montessori Method- Practical life, sensorial Education, Arithmetic Education, Language Education, Zoology, Botany, Geography and other cultural aspects of life.

- Presents the activities using all the apparatus

- Lists out the differences between Montessori method , kindergarten method and other traditional methods of preschool education

- Presents stories and rhymes in an attractive way.

- Explains the role, preparation and qualities of Montessori directress.

- Conducts daily observations, study visits, long walks and nature

observation

3.2.1. Areas of learning in Montessori method-

There are five major areas of curriculum in a Montessori environment that were discovered through Dr. Maria Montessori's scientific observation of the natural tendencies children have toward learning. The curriculum areas are universal except for the practical life, which is influenced by culture. For Eg. Using a fork in certain countries and chopsticks in Japan.

The Main areas of the Montessori curriculum are

- I.   Early Practical life activities
- II. Sensorial activities
- III. Language
- IV. Mathematics.
- V.   Culture. (Geography, Zoology, Botany, Music, art and yoga.)
- VI. Other enrichment programmes (Music, Dramatic arts, visual arts, cooking etc)

I. Early Practical Life activities

Exercises of Practical Life are introduced to the children so that they are equipped with daily practical life skills. The activities are simple concrete exercises that are familiar to the children as they have seen adults performing them in their daily routines such as pouring water from a jug, spooning pasta from one bowl to another, threading beads etc. The activities are designed to provide real-life experience that assist the children's coordination and concentration.

Exercises of practical life develop independence, concentration, self-control and physical co-ordination of the children. When children are able to perform these exercises, they develop self-respect and self-esteem as they gain finer motor skills and self-control. The children also acquire social awareness that enables them to interact and cooperate with other children when they are working together in the classroom environment

These activities provide learning opportunities for children between the ages of three to six years in the area of practical life activities

II. Sensorial Activities

Young children learn about the world around them through the constant use of all their senses. The Sensorial materials and activities are designed to develop the five senses of the children to aid and heighten their senses for learning, and isolate quantities such as colour, form, texture, size, weight, sound, smell and dimensions.

The children's manipulation of the Sensorial materials develop essentials skills such as differentiation, independent judgment, estimations and exactness of perception and perception of similarities and differences which also assist in laying the foundation for future Mathematics work. The materials used for sensorial activities can,

(1) Refine sensorial impressions gathered during the early days of life and help organize and classify them

(2) To be used for matching , pairing, sorting, sequencing(laying foundations for later work in mathematics)

(3) Help develop understanding of one-to-one correspondence, seriation and patterns and preparation for studying Geometry and algebra (by understanding , shape and form)

(4) Develop dexterity and eye-hand co ordination

(5) To develop understanding of two and three dimensional shapes and those appreciation of those shapes and forms found in our environment

These sensorial materials provide the following learning opportunities for children between the ages of three to six years.

(a) Understanding of shape, size and their relationships

- Knobbed cylinders

  (Cylinder boxes)

- Pink tower

- Broad stairs (Brown staris)

- Long rods (Red rods)
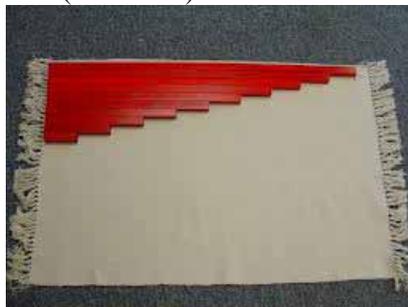
- Colored cylinders (Knobless cylinders)
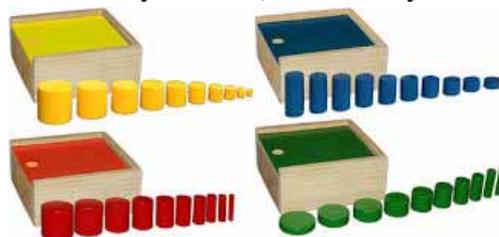
(b) Chromatic sense

- Color boxes: Colour box 1 includes pairs of the primary colours. Colour box 2 includes eleven pairs of colours. Colour box 3 includes 9 colours

(c) Understanding of Geometry and algebra

- Geometric solids and their bases, stereognostic bags
- The presentation tray, geometric cabinet and cards constructive triangles, tessellations
- Binomial and trinomial cubes

(d) Activities to refine tactile sense

- Touch boards

- Touch tablets

- Touch fabrics

(e) Activities to refine understanding of weight

- Baric tablets

(f) Activities to refine understanding of temperature

- Thermic tablets
- Thermic bottles

(g) Activities to refine auditory sense

- Sound boxes
- Montessori bells
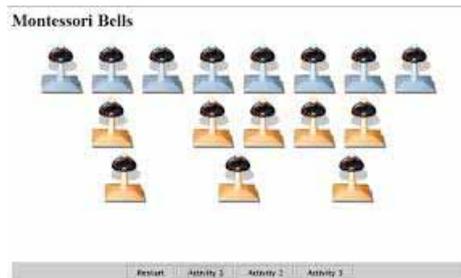
(h) Activities to refine sense of smell

- Smell bottles

(i) Activities to refine the sense of taste

- Taste jars

III. Language

The children learn to read through a series of graded exercises and activities. In the first stage, they learn phonic sounds through various fun activities, recognizing and associating letters with phonic sounds. They then start reading, building and blending words and eventually progress to Consonant Digraphs and Vowel Digraphs. The last stage of reading is the introduction to Early Grammar, Comprehension and Creative Writing.

Literacy materials

Most of the literacy materials used are teacher-made:

(a) Writing

- Insets of design (metal insets) encourage pencil control, lightness of touch and contribute to letter information

- Sand paper letters introduce the child to letter sounds and shapes in a multi sensory manner

- Large movable alphabets make link between the letter shape and formation of words at the time when children may not have the motor ability to write words. Objects and pictures are used to help children identify suitable words for word building

(b) Reading

Most Montessori nursery schools organize their reading activities into colour - coded levels, starting with words that consist of a consonant followed by a

vowel followed by a consonant (CVC words) such as mat, pin, and box. These words are suited to further activities with 'onset and rime' and prepare children well to decode more complex words using blends, diagrams and phonograms.

- Pink level reading

    The first level of reading focuses on three letter words consisting of the regular pattern consonant, vowel, and consonant (such as pin, cot, and bib)

- Blue level reading

    When children are competent in decoding in three letter words, they are introduced to initial and final blends, the schwa vowel, double consonants (such as st, fr-, fl-, pr-, -ck, -sh, -ch, ch-, -th, th-).

(c) Resources for children following the same sequence of activities in both levels:

- Boxes 1 and 2- word building with large movable alphabet
- Box3- decoding words on word cards using objects
- Box 4 - supporting word cards with pictures
- Box 5 - decoding without props(a mystery box)
- Word lists
- Phrases
- Sentences
- Books

(1) Green level reading

This level of reading requires competence at both the pink and blue levels. It focuses on one specific phonogram or diagraph such as -ar. The children work through the activities listed below before moving on to the next green box, which identifies new spellings.

- Reading-supported by the use of pictures
- Word building- spelling difficulty is highlighted by the color of the letters, which represent the given phonogram or diagraph
- Word lists

- Phrases

- Sentences

- books

(d) Grammar

Grammar is introduced early in Montessori classrooms in support of the pink and blue level reading and with the help of colour coding, which represents parts of speech.

Parts of speech are introduced through games, starting with nouns as labels that can be placed with objects in the class room such as map, bin, and rod

(1) Noun labels

(2) Singular and plural boxes, introducing the formation of plurals by addings

(3) Adjective labels

(4) Noun and adjective games, highlighting the function of adjectives and their position

(5) Verb games, acting out verbs

(6) Preposition boxes, highlighting the function of prepositions

(7) Farm boxes, building sentences based around the theme of a farm

IV. Mathematics

The Montessori Mathematics apparatus serve as a concrete method where the children learn concepts of mathematics by working on tangible mathematics equipment such as the Montessori Number Rods and Golden Beads just to name a few. The mathematics apparatus help the child with a clear understanding of the four basic mathematical operations (+, - , x, /¸). They gradually progress on to the abstract level of mental calculations and problem sums to prepare them for formal schooling.

Children work with numbers, exploring both quantities and symbols before being introduced to the decimal system and addition, subtraction, multiplication and division.

(a) Counting 0-10

The child builds up an understanding of 0 to 10 by manipulating objects and associating these objects with the written symbol. The child begins to learn one-to one correspondence and the sequential nature of numbers

(1) Large number rods

(2) Sand paper numerals

(3) Number rods and cards

(4) Spindle box

(5) Cards and counters

(b) The decimal system

Golden beads (which can be replaced by the wooden decimal materials commercially produced) are used to introduce the hierarchies of the decimal system. Beads as well as the numeral cards (which use colour to represent the given hierarchies and place value) are used.

(c) Group operations with golden beads.

These activities introduce addition, subtractions, multiplication and division through group games

They reinforce knowledge of numbers to 10 and relationships of decimal hierarchies. They introduce the concept of changing from one decimal hierarchy to another.

(d) Counting 10 to 99

(1)Teen boards (Seguin Board A) numbers 11- 19 using new materials

(2) Ten boards (Seguin Boards B) numbers 10- 99 using new materials

(3) Bead chains 100/1000 conservation/ reversibility of number

(e) Addition and subtraction of small numbers(1 to 19)

Addition activities

(1) Snake game (number bonds to 10)

(2) Number rods (addition equations)

(3) Addition with short bead stair (recording answers)

(4) Addition strip board- introducing adding on , practicing recording

Subtraction activities

   (1) Subtraction with short bead stair (subtraction equations)

   (2) Small number rods(recording answers)

(f) Tables

Children start working on tables, still using objects that they manipulate.

(g) Charts

These charts reinforce previous learning of the number operations and help children memorise answers to the equation.

   (1) Addition chart A and B

   (2) Subtraction chart A and B

   (3) Multiplication chart A and B

   (4) Division chart A and B

(h) Fractions

Children start to use the fraction materials, using fraction symbols and combining them with the fraction pieces. They learn about numerators, denominators, equivalents and reduction.

(i) Measurement

Children learn about measurement by using spoons, cups as well as scales to measure ingredients during cooking activities.

They also use the long rods as a unit of measurement and usually have access to a measuring tape.

They learn about clocks and time recognition is usually introduced around the age of five.

Money is introduced during role play.

V. Culture

Cultural Studies provide the foundation for children to learn about the world around them as it encompasses Science, Geography, Botany, History and General Knowledge. The Cultural materials and topics which the children manipulate and discuss in the classrooms develop their understanding of the world around them.

Most of the cultural materials used in Montessori class room are teacher made

a. Biology (Botany and Zoology)

(1) A nature table , reflecting the seasons and children's interests

(2) Models such as farm, wild and sea animals and birds

(3) Pictures of plants, animals, habitats in their classifications

(4) Terminology puzzles and cards identifying part of an animal or plant

(5) Life cycles

b. Geography

(3)   Land , air and water boxes

(4)   Globes showing land and water and the continents

(5)   Land forms and cards

(6)   Puzzle maps of the world and individual continents

(7)   Animals of the world

(8)   Flags

(9)   Artifact boxes and collections of pictures of children and their families from around the world

(10) Mapping games

c. History

Children are introduced to the concept of time

(1) Egg timers

(2) Time lines

(3) calendars

d. Other Enrichment programmes

In addition to the above there are some enrichment programmes like:

- Music Program
- Dramatic Arts
- Cooking
- Computer
- Second language
- Gymnastics
- Field Trips
- Visual Arts etc.

3.2.2. Methods of Montessori Education

1. Motor education: - It is provided by allowing children to work for themselves and to manage the environment of children's house.

2. Muscular education: Proper guidance for muscular education. (Training for proper movements in walking, sitting, holding objects etc.) Rhythmic exercises are also taught by teaching the child to walk straight and balance themselves properly.

3. Experience of practical life: Child is given experience of practical life like, self-dressing, buttoning, tying, hooking and so on. They are also taught how to lay the table, wash, clay modeling etc.

4. Writing Reading: After the sense training, child learns to write and read. The muscular training helps the children to use the instrument in writing. The teacher helps the child to establish visual muscular image of the alphabetical science through sand paper letters. Teacher shows how to write and pronounce it.

    •   The child does exercises in composition of words through selecting cardboard letters. This learning is a joyful and pleasant experience because children use different colors and sizes and colored pencils.

    •   Reading is taught with the help of paper slips and cards containing alphabets, figures or phrases. Children learn quickly from pictures. Children learn to read by recitation and dramatizing.

5. Arithmetic Learning: Arithmetic is taught through various aids like rods of different length, beads, buttons etc. The abstract counting process is taught in a very concrete way.

6. Education of living nature: Montessori emphasizes nature study which is a direct education of living nature. The main features of nature study are observation, preparation for observation, practice in patience for expectation and inspiration by marvels of nature.

The experiment of Montessori on education theory and practice is not complete, but it is the beginning of a constructively programme of work.

3.2.3. Method of Presentation of Montessori Materials and activities.

It is the duty of the teacher to introduce the materials and demonstrate the activities before the child. This demonstration using the Montessori activities

should be very systematic, slow and inviting the attention and keen observation of the child to each and every steps and the movements of the activity.

Presentation of activities in house of children.

Presentation helps the child to develop an image of perfection and understanding of the meaning of the activity to control his error. It helps a child to choose his activity and be independent. Presentation should be as brief as possible. The preciseness and exactness of an activity attract the child to do the activity.

Types of presentations

1) Individual presentation

2) Group presentation

3) Collective presentation

Individual presentation is the one in which only one child attends. Group presentation is when more than one child attends and collective presentation is when all the children in the community are invited and majority attends

Types of activities

1) Individual activity

2) Group activity and

3) Collective activity

Individual activity can be presented as individual presentation, group presentation and collective presentation according to the needs of children, availability of materials and the size of movements. But Collective activity can only be presented as collective presentation.

3.2.4 Things to remember when presenting the Montessori activities

(1) Invite the child to participate. As simple as this seems, there is a world of difference between being invited to work and being told to do it. Any mild music or attention catching sounds may be produced as a motivating invitation. We should mention what type of activity we are going to show them.

(2) Maintain eye contact when inviting or speaking to the child. This respectfully tells the child that he has your undivided attention. In return, the child's eyes tell you that the child is ready to learn.

(3) Show, not tell. Use the fewest number of words possible during presentations. The child's focus should be on the materials and the presentation, not on your words.

(4) Present from left to right, top to bottom. All presentations move in this direction as an indirect preparation for reading and writing western script.

(5) Sit on the child's dominant side. This way the child can watch and copy your exact movements. This might mean you need to learn how to present activities with your non-dominant hand!

(6) Use slow, deliberate movements. Although you may have done this presentation 100 times, it is brand new to the child. Slow down so he can watch your exactness.

(7) Repetition increases success. The child will not perform the activity with 100% accuracy the first time. Encourage them to use the materials repeatedly to increase their mastery.

(8) Use the three-period lesson: This is. Show me. Tell me. Children need repeated exposure to new vocabulary to make it part of their repertoire. When presenting new vocabulary and concepts, use the three-period lesson to ensure that the child understands the term and can connect it successfully with its corresponding object.

(9) Stop and put it away. If the child is not interested or is making mistakes, put the activity away. There will be another opportunity to present it later. Stop before you and the child become frustrated.

(10) Smile and Relax. Watching children develop and learn is a joyful experience.

3.2.5 Presentation of activities in different areas

Every activity should be practised by the trainees with the help of a Montessori expert. They should prepare a detailed note consisting of the following points:

- Name of the activity
- The material description
- Detailed presentation,(demonstration)
- Points of interest
- Control of error and
- The age level.

Presentation of all the learning materials are to be practiced by the teacher trainee.

Here are some of the sample activities from the following areas

(A) The Experience of Practical Life (EPL)

(B) Sensorial

(C) Language

(D) Mathematics

(A) THE EXPERIENCE OF PRACTICAL LIFE ACTIVITIES (EPL)

Various techniques of presenting EPL activities are:

1) Teacher should present only one activity in one sitting.
2) The most outstanding feature for any presentation is the analysis of movements.
3) Teacher should count words when giving presentation.
4) Teacher should grow the child's constant interests on the 'point of interest'.
5) Teacher's presentation should help the child to control his errors without depending on the teacher. It gives concentration and stimulates the child who repeats the activity until it is perfect.

Five groups in the Practical Life Exercises

(1) Preliminary Exercises)	:	In the Preliminary Exercises, the child learns the basic movements of all activities such as pouring, folding, and carrying.
(2) Care of the Person	:	These activities are, for example, the care of the person (i.e. the washing of the hand)
(3) Care of the Environment	:	(i.e. dusting a table or outdoor sweeping).
(4) Grace and Courtesy	:	In the Grace and Courtesy Exercises, the children work on the interactions of people to people.
(5) Control of Movement	:	In the Control of Movement Exercises, the child learns about his own movements and learns how to refine his coordination through such activities as walking on the line.

1. Preliminary exercises

Sample Preliminary Activity No.1 :

Carrying a mat

Material: A mat

Presentation:

(a) Introduction

Prepare all materials before. (Place rolled mat on the ground).Invite 3-4 children to come participate in your lesson by telling them you have something to show them. Show each child where exactly to sit and once the children are seated, you sit so that you can see them all, they all can see you, and yet you are not in front of them. Call their attention to the mat on the floor and tell them that you are going to show them how to roll and unroll a mat. Position yourself so that you are sitting on your knees in front of the vertical rolled up mat with the flap of the mat is on the left side of the rolled up mat.

Tell the children " I am now going to pick up this mat"

(b) Lifting

1. Place your right thumb on the front of the rolled mat about 1/3 of the way down from the top.

2. Wrap you four right fingers around the mat so that they are under the mat.

3. Place your left thumb on the front of the rolled mat under your right thumb about 1/2 way from the top.

4. Wrap your four left fingers around the mat.

5. Lifting with the force of both hands, lift the mat from the floor so that it is now perpendicular to the floor and stand up.

6. Bring the mat in close to your body, keeping it perpendicular to the floor.

7. Walk carefully to a specific spot (not too far so the children can no longer see you), checking regularly to make sure your walkway is clear.

(c) Sitting Down

1. Come back to your starting point and tell the children "I am now going to sit down this mat on the floor"

2. Bend down and sit on your knees.

3. Place the mat down with one point of contact. This point should be the bottom part of the mat on the opposite side of your body.

4. Slowly rotate your hands away from your body so that the mat gets closer and closer to lying on the ground.

5. Remove your four left fingers from under the mat.

6. Remove your left thumb from the top of the mat.

7. Remove your right four fingers from under the mat.

8. Remove your right thumb from the top of the mat.

9. Offer each child the opportunity to pick up and carry the mat.

10. Once they have all had a turn excuse them one at a time, making sure each child has thought of what he would like to do next.

Purpose

Direct:

To assist the child in coping with the movements necessary for carrying a mat.

Indirect:

Development of voluntary movements.

Points of Interests

Holding the flap of the mat so that it does not unroll as it is being carried.

Age

2 1/2 onwards

Sample Notes

For space, I have written right and left hands, but in the presentation the right hand stands for the hand furthest away from the children and the left hand stands for the hand nearest the children.

Sample Preliminary Activity No. 2 :
Pouring Grains

Material

- A Tray

- 2 Identical Jugs

- Rice or Lentils

Presentation

Introduction

Invite a child to come by telling them you have something to show them. Have the child bring the appropriate tray and have them place it on a specific spot on the table you will be working at. Have the young child sit down first, and then you sit down. Tell the child that you will be showing him how to pour lentils from one jug to another.

From Right to Left (full jug to empty jug)

1. Wrap your right index and right middle finger through the handle of the jug that is on the right of the tray.

2. Place your right thumb on the top of the handle.

3. Place your left index finger and left middle finger on the same jug under the spout, in the middle of the jug's height.

4. Pick up the right jug so the base of this jug is at the level of the other jug's spout.

5. Bring the spout of the jug in your hands to the center of the opening of the left jug.

6. Tilt the jug slowly in a continuous and steady manner.

7. Continue this movement until all the lentils has been poured into the left jug.

8. Once they are all poured, tilt the jug just a little more and check by moving your head for any lentils that may still be at the bottom of the jug.

9. Bring the jug into the erect position.

10. Replace the pouring jug in its original spot.

11. Lift your two left fingers off of the jug.

12. Lift your right thumb and unwrap your two right fingers from through the jug's handle

From Left to Right (full jug to empty jug)

1. Wrap your left index and left middle finger through the handle of the jug that is now the filled with lentiles

2. Place your left thumb on the top of the jug's handle.

3. Place your right index finger and right middle finger on the same jug under the spout, in the middle of the jug's height.

4. Pick up the jug so the base of this jug is at the level of the other jug's spout.

5. Bring the spout of the jug in your hands to the center of the opening of the right jug.

6. Tilt the jug slowly in a continuous and steady manner.

7. Continue this movement until all the lentils has been poured back into the jug on the right.

8. Once all the lentils have been poured, tilt the jug just a little more and check to see if any lentils have still not fallen.

9. Bring the jug into the erect position.

10. Replace the jug in its original spot.

11. Lift your two right fingers off of the jug.

12. Lift your left thumb and unwrap your two left fingers from through the jug's handle.

Cleaning

1. Pick up the right jug in the same manner you did when picking it up when you were beginning to pour.

2. Lift the jug off the tray and place it directly above the tray.

3. Pick up the left jug in the same manner you did when you were using it to pour.

4. Lift the jug off the tray and place it directly above the tray.

5. Check for any lentils that may have fallen on the tray.

6. If there are a few lentils, use your right thumb and right index finger by pinching them together to pick up any loose lentils.

7. Replace the left jug and then the right jug, picking them up one at a time in the same manner as above.

8. Offer the child the opportunity to pour from one jug to another.

Once the child has been successful, offer him the possibility of repeating the activity on his own. Once done, the child should replace his work in its location of the shelves.

Extension

Pouring with both jugs in the air.

Purpose

Direct:

To assist the child in developing the skill of pouring.

Indirect:

Preparations of the fingers when picking up spilled lentils.

Points of Interests

Seeing that all the lentils are transferred.

Age

2 - 3 years

2. Care of the person

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Care of the person: Activity No. 1 :
Washing Hands

Material

- One Basin
- One Jug
- One Soap Dish
- Soap
- One Jewelry Holder or Dish
- One Bucket
- One Drying Cloth
- One Cloth for Drying Hands
- One Apron

Presentation

Introduction

Prepare the washing hands table by making sure there is every object needed and enough soap. Invite a child to come by telling them you have something to show them. Stand in front of the washing hands table and have the child stand to your left. Tell the child that you are going to show him how to wash your hands.

Preparation

1. Put on the apron and have the child put on an apron as well.
2. Roll up your sleeves.
3. Take off all your jewelry (rings, watch, bracelets) and place them into the jewelry dish.
4. Pick up the jug and fill it 3/4 full of tap water.

Presentation

1. Come back to the table and fill the basin with half of the water from the jug.

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2. Set the jug down in its spot of the table.

3. Place your right hand down into the water and then your left hand.

4. Turn your hands over to wet the backs of your hands.

5. Scoop water with your right hand and rinse your entire left hand.

6. Repeat it for your right hand.

7. Raise your hands out of the water and pointing your fingers down; let the water drip from your fingertips.

8. Pick up the soap with your left hand and place it flat in the palm of your right hand.

9. Place your left hand flat on your right hand.

10. Rub your hands back and forth until you can see some lather.

11. Replace the soap on the soap dish with your left hand.

12. Turn your right hand palm down and bring your left palm on top of the back of your right hand.

13. Rub your left hand back and forth to create lather.

14. Open your right fingers wide and using the tips of your left fingers, lather in between each finger.

15. Then wrap your left hand around your right thumb and lightly rotate your left hand back and forth around your thumb.

16. Repeat this for each of your right fingers.

17. Then place your left thumb and index finger around your right wrist and rotate back and forth to create lather.

18. Repeat all these movements of cleaning your right hand for your left hand.

19. Replace both hands back into the basin.

20. Rinse your hands in the same manner as when you had begun this exercise.

21. Pat your right hand and then your left hand dry on the hand cloth.

22. Pick up the water bin from under the table with both hands and place it next to the table.

23. Pick up the basin by placing both hands around opposite edges for balance.

24. Pour out the water into the water bin by pouring away from you and at a slight angle so you can see the water as it is being poured.

25. Replace the basin on the table.

26. Fill the basin with the remainder of the water from the jug.

27. Re rinse your hands as you had done before.

28. Clean the rim of the basin by running your hands along the sides to rinse off the soap that might still be on the edges.

29. Let the extra water drip off from your fingertips.

30. Dry your hands with the hand cloth fully by repeating the same motions as when you were lathering your hands. This time instead of soap, use the cloth.

Completion

1. Empty the basin out into the water bin as before.

2. Replace the basin on the table.

3. Pick up the water bin by wrapping your right hand around the handle.

4. Carry it carefully to the sink and raise the bin to the sink level.

5. Place your left hand under the base of the bin and pull it slightly up so that the bin pours out all of the water.

6. Bring the bin back and set it next to the table.

7. Dry the jug, the basin, and the table with the drying cloth.

8. Then dry the water bin.

9. Place the drying cloth on the table and replace the bin under the table.

10. Hang the hand cloth up to dry and show the child where he can find a dry one. Replace the wet one with a dry cloth.

11. Hand the drying cloth over to dry and show the child where he can find a dry one.

12. Replace the wet one with a dry one.

13. Put your jewelry back on.

14. Take off your apron.

15. Offer the child the opportunity to wash his hands. Once he is fully done with the activity, he can take off his apron.

Purpose

Direct:

Care of the person and giving a sense of cleanliness.

Indirect:

Growth in the child's ability to work in a sustained and concentrated way.

Points of Interests

Seeing dirty hands become clean.

Age

2 - 4 years

Care of the person: Activity No.2 :
Dressing Frame: Button

Material

 - One large button frame

Presentation

Introduction

Invite a child to come by telling them you have something to show them. Have the child bring the appropriate dressing frame and have them place it on a specific spot on the table you are going to work at. Have the child sit down first, and then you sit down. Tell the child that you will be showing him how to unbutton and button. Give the names of each part.

Unbuttoning

Place the frame so the buttonhole is on the right and start with the top button to work your way down.

1. Pinch the right side of the button with your right thumb and index finger.

2. Pinch the material directly to the left side of the button with your left thumb and index finger.

3. Pull the material to the left to create a hole.

4. Tilt the button down to the left.

5. Begin to slide button through the buttonhole.

6. Unpinch your left fingers.

7. Pinch the left side of the button that is through the buttonhole with your left thumb and index finger.

8. Unpinch your right fingers and pinch the material.

9. Rotate the material to the right to allow the button to completely go through the buttonhole.

10. Pause to allow the child to see that the button is now "free".

11. Unpinch your left fingers.

12. Gently place the material down on top of the button and remove your right fingers.

13. Repeat for the other four buttons.

14. Open the right flap fully and then the left.

15. Close the flaps starting with the left flap and then the right.

Buttoning

Start with the top button

1. Pinch the left side of the button with your left thumb and index finger.

2. Pinch the material to the direct left of the buttonhole with your right thumb and index finger.

3. Slide the button half way through the buttonhole.

4. Unpinch the material with your right fingers

5. Pinch the right side of the button that is coming through the hole.

6. Unpinch your left fingers.

7. Pinch the material left of the buttonhole.

8. Pull the material to the left and pull the button to the right until it is fully though the hole

9. Remove your left fingers and then your right.

10. Repeat for the other four buttons

Once done, offer the child the opportunity to unbutton and button the buttons.

Purpose

Direct:

To help them learn how to unbutton and button themselves.

Indirect:

Acquiring coordination of movement.

Points of Interests

Pulling the button through the button hole to finish the buttoning.

Age

2 1/2 - 3 1/2years

Notes

You may want to ask the child where he has seen a button before to have him associate what he is about to do to his every day clothing.

3. Care of the environment

Care of the Environment : Activity No. 1 :
Arranging Flowers

Material

- A Table
- A Large Bowl
- A Jug
- One Tray
- Scissors
- Hand Cloth
- One Water Bucket
- A Container with Uncut Flowers
- A Waste Bucket
- A Tray of Vases
- A Container with Doilies

Presentation

Introduction

Invite a child to come by telling them you have something to show them. Tell the child before that we will need an apron for this activity. You and the child put on aprons. Tell the child that you are going to show him how to cut and arrange flowers.

Preparation

1. Pick up the jug and fill half of it with water.
2. Replace the jug in its spot on the table.
3. Show the child where the vases are and choose one vase.
4. Carry the vase by gripping the neck of the vase with your right hand and placing your left hand flat under the vase for support.
5. Carry it carefully to the table and place it above the bowl.

Presentation

1. Pick up the jug and slowly pour water into the vase until it is 1/4 full.

2. Stop pouring, wait for the last drop to drop and bring the jug back into the vertical position.

3. Then pour the rest of the water into the bowl.

4. Replace the jug on the table in its spot.

5. Choose a flower stem by gripping the stem with your right hand and holding the other flowers in place as you pull out your chosen stem.

6. Take off the leaves with your left hand and place them into the bin.

7. Place your stem down to the left of the bowl.

8. Repeat until you have enough stems for your vase.

9. Pick up one stem with your right hand and stand it up next to the vase.

10. Notice the height of the stem and try to tell how much you will need to cut off so it fits nicely into the vase.

11. Bring the stem above the bowl and switch hands so it is now in your left hand.

12. Lay the stem down so the tip of the stem is in the water and the flowers are closer to you.

13. Pick up the scissors with your right hand and place the tip of scissors into the water near the tip of the stem.

14. Open the scissors and cut off the tip of the stem that is in the water.

15. Replace the now closed scissors back on the tray and bring the stem up vertical above the bowl.

16. Switch the stem from your left hand to your right hand and stand it up straight next to the vase.

17. Check to see if the stem is at a good height for your vase.

18. If it is still too tall, repeat the movements for cutting off the tip of the stem.

19. If the stem is at the correct height hold the vase down steady with your left hand around the neck of the vase and carefully slide the stem down into the vase until the stem is fully and securely in the vase.

20. Then remove your left and right hand.

21. Continue the measuring, cutting, and arranging of the flower stems until all of the flower stems you have chosen are nicely in the vase.

22. Show the child where the doilies are and carry one using both hands holding around the edge.

23. Place it somewhere in the environment where you would like to place your vase.

24. Come back to the working table.

25. Pick up the vase in the same way as you first picked it up and place it in the center of your doily.

Completion

1. Come back to the working table.

2. Using your right hand, place your fingers into the water at the far back left corner of the bowl.

3. In a scooping motion, scoop out the stem cutoffs.

4. Place the cutoffs into the small bin on the table.

5. Repeat this scooping moving for the entire bowl until all the cutoffs are in the bin and the water is clear of any flower part or stem part.

6. Take the water bucket from under the table with both hands around it, and place it next to the table and to your left.

7. Pick up the bowl in the same way as the water bucket.

8. Tilt the bowl over the bucket, away from you and at a slight angle so you can see the water as it pours.

9. Pour out all of the water

10. Wait for the last drop and replace the bowl on the tray.

11. Empty the water bucket into the sink and then replace under the table.

12. Place your four left fingers on the cloth and your left thumb under the bottom right part of the top flap.

13. Open the cloth to the left.

14. Pick up the scissors with your right hand.

15. Place the tip of the scissors into the far back part of the cloth.

16. Close the flap back over tightly on top of the scissors.

17. Slowly pull out the scissors towards you.

18. Show the child that this side of the scissors is dry.

19. Reopen the cloth with your left hand.

20. Rotate the scissors over and place the tip as before in the cloth.

21. Remove your right fingers and replace them comfortably in the handles.

22. Close the flap over tightly on top of the scissors.

23. Slowly pull the scissors out towards you as before.

24. Reopen the cloth with your left hand.

25. Remove your left hand and use it, as well as your right hand, to carefully fully open the scissors.

26. Place the open tips into the cloth.

27. Using your left hand, close the flap of cloth tightly over the scissors.

28. Slowly pull out the scissors toward you and show the child how this side of the scissors is dry.

29. Repeat this drying for the other side.

30. Carefully close the scissors using both hands in the handles and place the scissors back onto the tray.

31. Hold the cloth in your right hand and dry the jug and then both sides of the bowl.

32. Clean the table and tray if any water has spilled.

33. Then dry the water bucket.

34. Hand the drying cloth up to dry and show the child where he can find a dry cloth.

35. Replace the wet cloth with a dry one.

36. Empty the bin into the trashcan and replace the bin onto the table.

37. Invite the child create his own flower arrangement.

Purpose

Direct:

Exercise of discrimination and judgment. Development of aesthetic sense.

Indirect:

Building up voluntary movements.

Points of Interests

Cutting the stems.

Age

3 years plus

Care of the Environment : Activity No. 2
Sweeping

Material

- One Broom

- One Dustpan and Brush

- A Tray containing:

- Chalk

- A Sponge

- A Container with moss peat (dirt)

Presentation

Introduction

Choose an area of the room to be swept. Place a stool nearby. Invite a child to come by telling them you have something to show them. Have the child pick up the sweeping tray and place it onto the stool. Tell the child that you will be showing him how to sweep.

Preparation

1. Hold the bottle of moss in your left hand and take off the bottle top (as explained in Opening Bottles).

2. Place the lid upside down on the tray.

3. Show the child how to take out a pinch of dirt by pinching your right thumb and index finger into the moss to grab some. Sprinkle the dirt in a small area.

4. Repeat if you think there needs to be more dirt.

5. Close the bottle and place it back onto the tray.

6. Pick up the chalk and squat down near the dirt.

7. Ask the child where the most dirt is on the floor.

8. Have him show you where by pointing.

9. Draw a circle the size of your dustpan around the area where there is the most dirt.

10. Place the chalk back onto the tray.

Presentation

1. Walk over to the broom stand.

2. Place your left hand around the broom handle near the top of the handle.

3. Lift the broom just a little.

4. Using your right fingers, lift the string of the broom over the hook to loosen the broom.

5. Once the broom is free, place your right hand around the handle under your left hand and bring the broom in close to your body.

6. Carry the broom over to the chalk circle.

7. Stand near the circle (about a foot and a half away).

8. Place the broom bristles onto the floor to the right side of your body.

9. Rotate the grip of your right hand so your palm is facing up.

10. Rotate your left hand and grip the broom so your left palm is also facing up.

11. Place the bristles about two feet away from your body and about two feet away from the circle.

12. Apply a little bit of pressure onto the bristles and sweep the broom towards the circle to bring all the dirt into the center of the circle.

13. Stop once you are just slightly in the circle. Lift the broom just a little off the ground and give it a good shake.

14. Place the broom now three feet away from you (to your right) and two feet away from the circle.

15. Take one step closer to the broom but keeping your same distance to the circle.

16. Repeat the sweeping movements as above.

17. Sweep around the entire circle always moving just a little to the right until you have swept all the way around the circle.

18. Place the broom laying down a little ways away from the circle.

19. Squat down and ask the child if he sees any dirt outside of the circle.

20. If he does or you do, pick up the broom and sweep the dirt into the center of the circle.

21. If all the dirt has been swept into the circle, carry the broom in the same way as before over to the broom hook.

22. Remove your right hand from the handle of the broom and pinch the tip of the string with your right thumb and index finger.

23. Place the string up and over the hook.

24. Remove your right hand from the string and then your left hand from the broom's handle.

25. Go over to the hook with the dustpan and brush.

26. Place your left hand around the handle of the brush and take it off of the hook.

27. Place your right hand around the handle of the dustpan and remove it from the hook.

28. Carry them over to the circle.

29. Place the dustpan on the floor near the circle and remove your right hand.

30. Place the brush onto the floor.

31. Secure your left hand grip around the handle and place your left thumb above the handle near the top of the bristles.

32. Grip the dustpan's handle tightly with your right hand. (Your four fingers wrapped around the handle and your thumb around the other side.)

33. Place the edge of the dustpan at the edge of the circle in front of you.

34. Place the brush bristles across the circle and rotate it slightly towards you.

35. Apply a little pressure onto the brush and sweep the brush in towards the dustpan.

36. When you get to the edge of the dustpan, apply more pressure.

37. Sweep the dirt into the dustpan.

38. Lift the brush and give it a good shake.

39. Repeat the brushing if needed.

40. Lift the brush and the dustpan.

41. Move 90° to your right.

42. Place the dustpan down first at the edge of the circle and then the brush at the opposite edge of the circle.

43. Sweep in as before.

44. Lift the brush and then dustpan.

45. Place them to the side of the circle.

46. Check to see if all the dirt from the circle has been brushed into the dustpan.

47. If it has not, sweep using the dust pan again.

48. If you are done with the dustpan, pick it up with your right hand making sure it remains in the flat position.

49. Pick up the brush in the other hand.

50. Walk over to the bin.

51. Place the dustpan over the center of the bin and tilt the dustpan slightly at an angle and down.

52. Wait for the dirt to slide off and into the bin.

53. Use the brush to gently sweep off any of the dirt still in the dustpan.

54. Walk over to the hooks.

55. Place the brush down onto the ground.

56. Place the dustpan back onto the hook (using the help of your left hand if needed) and then place the brush back onto the hook.

Completion

1. Pick up the sponge with your right hand and wipe away any of the chalk you may still sees on the floor.

2. Place the sponge back onto the tray.

3. Invite the child to sweep.

Tell the child that once he is done sweeping, he can put the tray back onto the shelves.

Purpose

Direct:

To help the child become more aware of the environment.

Indirect:

Building up voluntary movements.

Points of Interest:

Getting the rubbish into the chalk circle.

Age

3 years plus

4. Grace and Courtesy

Grace and Courtesy Activities

Activity:1

Introduction

Greetings are offered first in the manner which is easier, according to the customs of the society to which the child belongs. Later we can show the child different ways of greeting in different parts of India. Still later (not as an E.P.L) we can show the children how people of different parts of the world greet, while showing how to greet; there should be somebody who can help us to show the children how to respond to the greeting.

Name of the Activity: How to say "Namaste"?

Presentation: Bring the right hand to the middle of your chest. Then bring the other hand and keep it to the first one. Now show the children how we join all the fingers of the hand to those of the other, starting with the thumb, keep all the pairs of fingers together and bend the head and upper body slightly forward and say 'Namaste'.

If the person is greatly respected, we first touch the hands to the fore-head and then bring them to the chest and bending slightly says 'Namaste'.

Point of Interest: The joining of fingers.

Activity:2

Name of the Activity: How to talk in society.

Presentation: When you want to talk with someone, you first go to the person and wait until the person's attention is drawn to you. When talking to someone you always looks into eyes (eyes contact is an important part of the communication).You talk in a soft pleasant voice, so that you cannot be heard by anyone else in the room. You speak clearly so that the person to whom you are talking can understand what you are saying.

Control of error: When you talk to a person you neither disturb nor attract the attention of others around you.

Activity:3

Name of the Activity: How to sneeze

Presentation: If we cannot control a sneeze, we should take a handkerchief,

open it, and cover our nose and turning our face away from any one close to us, we sneeze. If we cannot turn our face away from the proximity of people, we then bend our head downwards and sneeze into the handkerchief suppressing all avoidable noise.

Control of error: As little noise as possible

Activity:4

Name of the Activity: How to Yawn

Presentation: We do not yawn in society. We try to control the need to do so. If we cannot control the yawn, then we cover the nose and mouth with our right hand or handkerchief, and turning our face from anyone in front, we yawn. Always you yawn without making any noise.

Control of Error: Absence of noise.

Activity:5

Name of the Activity: How to cough

Presentation: Cover the mouth with handkerchief in your mouth and turning away from anyone close to us. Cough, making as little noise as possible.

Control of Error: Try to make as little noise as possible.

Activity:6

Name of the Activity: How to walk

Presentation: Show the children how we walk. Bring to the children's notice that when taking a stride, we place the head down first and then the toes. Later you can show the child how to tip-toe, placing the toes first and then the heel. In this way the child will be walking without making any noise. These walking exercises and the development from these activities are best done without shoes.

Activity:7

Name of the Activity: How to Shake Hands.

Presentation: In western culture when greeting a person, you do it by shaking hands. When being introduced to someone, you extend your right hand or arm, with the other person doing the same. When the palms meet around waist height you grip it. Then you both shake each other's hand, but not the arm and then released the other person's hand; bring your arm down to the side.

Both people should be facing each other and looking directly into each other's eyes.

5. Control of movements

Control of movements : Activity No. 1 :
Walking on the Line

Material

- The Red Line
- A hand-held Flag
- A Bell on a string
- A Small Glass of Water filled to the rim
- A Basket

Presentation

Introduction

Between the ages of 3 to 6, the child needs to practice, perfect, and consolidate the body's movements. For this reason, Dr. Montessori began using the "Walking on the Line" as a Practical Life exercise. This exercise helps the child control his body; develop balance and perfect equilibrium, as well as to strengthen the mind's control of its body's movements. The "line" used during this exercise is a continuous and permanent shape in the environment. With its two straight lines and two lightly curved sides, an ellipse is what most environments have found to be the most suitable for this lesson. The width should be a little wider than the shoe of a child and the line should never be covered or obstructed. During this exercise, you may want to play some soft, steady, and calm music in the background. Once the lesson has been given, this is a spontaneous individual or group activity.

Preparation

1. Invite 3-4 children to come participate in your lesson.
2. Show each child where exactly to sit near the line.
3. Once the children are seated, you sit so that you can see them all, they all can see you, and yet you are not in front of them. Tell the children that you will be showing them the exercise of "Walking on the Line".

Presentation

Step One:

1. Invite the children to stand on the line, equidistance from each other.

2. Ask them that when the music begins, to walk on the line in a normal manner, but keeping the same distance from the person in front of them.
3. Once the music has stopped, they can all have a seat where they were.
4. Start playing the music and stop it when you feel they are losing their concentration.
5. Discuss as a group how this was for each of the children. Tell the children that they are free to walk on the line just as you did today whenever they would like to.

When the children from this group are comfortable enough with this step, move on to Step 2.

Step Two:

1. Invite the children who have been successful in Step 1 and who need more of a challenge and have them sit next to the line.
2. Tell them that this time when the music starts, you would like them to walk on the line by placing their feet heel to toe.
3. Remind them to keep the same distance from the person in front of them and once the music has stopped, they can all have a seat where they were.
4. Have them stand on the line, equidistance from each other. Start playing the music and stop it when you feel they are losing their concentration.
5. Discuss as a group how this was for each one of them.
6. Tell the children that they are free to walk on the line just as you did today whenever they would like to.

When the children from this group are comfortable enough with this step, move on to Step 3.

Step Three:

This step has four subdivisions to it:

A. Walking on the line while carrying a hand flag or bell.
B. Walking one the line while carrying a glass of water.
C. Walking on the line while carrying 2 different objects.
D. Walking on the line with something on your head

Before each subdivision, have the appropriate material available for each child.

Subdivision A:

1. Invite the children who have been successful in Steps 1 and 2 and who need more of a challenge and have them sit next to the line.
2. Tell them that this time when the music starts, you would like them to walk on the line by placing their feet heel to toe while carrying a flag (or bell) at an arm's length away from them.
3. Remind them to keep the same distance from the person in front of them and once the music has stopped, they can all have a seat where they were.
4. Have them stand on the line, equidistance from each other and hand them each a hand flag (or bell).
5. Start playing the music and stop it when you feel they are losing their concentration.
6. Discuss as a group how this was for each one of them.
7. Tell the children that they are free to walk on the line just as you did today whenever they would like to.

Control of Movement Activity No. 2

The Silence Game

Material

 - The Silence Board

Presentation

Introduction

Constant noise can create irritability, frustration, confusion, and even sleepiness. Everyone needs moments of peace to rest our bodies and to listen to our thoughts. Dr. Montessori says that a deeper level of awareness and sensitivity to noise can help is to enter into a "more refined and subtle world". Montessori therefore came up with the "Silence Game" or "The Exercise of Silence".

During this lesson, the children in the class can choose to participate in the making of the silence. In order to "make silence", the child must have self control, they must become aware of everything in their bodies that can move, and they must want to cooperate with those who are silent around them.

But before the children can even play the game, the child must have developed good coordination of movement, they must have a strong will, they must have a great awareness of themselves and of others, and they must have experienced some silence before. When the children do create silence, they will not only have experienced a moment of peace and tranquility, but they will want to play it over and over again!

Preparation

1. Invite the whole class together to come and participate in the "Exercise of Silence".
2. Tell the children that they will be creating silence together. But in order to be silent, they must not make a noise.
3. Introduce the silence board by explaining that on one side there is the word "silence", and on the other side, there is a picture of a peaceful and tranquil place.
4. Tell them that when we see the word "silence", We can all begin creating the silence. When we see the picture, we can stop making the silence.
5. Show the children where in the environment the silence board is hung.
6. Remind them that when we see the word "silence", we are silent so we do not move.
7. Tell the children that you will then whisper their names one by one and they are to come and sit next to you as quietly as possible.
8. Ask the children if they are all sitting comfortably and remind them to breathe quietly. Turn over the board to show the word "silence" and begin the game.
9. Begin whispering their names before you feel as though the children can no longer hold the silence. Once they are all sitting quietly next to you, turn the silence board over to end the game.

Conclusion

If the children have created silence, introduce the idea that they have.

If silence was not made, bring the children's attention to what caused the silence not to occur.

Tell the children that they will have many other opportunities to play the silence game in the future.

Purpose

Direct:

Building the child's awareness and sensitivities to the noise around him and the noise he creates.

Indirect:

Awareness of their body and building up balance.

Points of Interests

Seeing if they are able to "create silence" individually and as a class.

Age

2 1/2 - 6 years

B. SENSORIAL ACTIVITIES

1) All sensorial activities are presented by means of individual presentation because:

   a) The child has to see the whole activity, where the material is taken from, how to carry it to his place and all the movements of the presentation.

   b) These presentations are carried out as silently as possible. Whatever needs to be shown to the child is conveyed by means of the hands and facial expression with only the most essential words spoken. Not more than one child would be able to observe all these details of the presentation.

   c) In EPL, there is analysis of hand movements. In sensorial, the physical movements have to be analyzed. Every mental action must be shown so that the child can see and feel it with us. The sensorial activities are selected and presented on the basis of the child's past achievements. We can sometimes anticipate his next needs according to his ability.

Sample Activity No. 1 :
Cylinder blocks

Material Description:

These are four highly polished and varnished blocks of woods of identical size, shape and colour. Each of these blocks contain ten cylinders and each

cylinder has a knob for easy handling. These knobs are identical. They are cylindrical and are of thickness of an ordinary writing instrument. The entire surface of the block, the tops of the cylinders and knob are highly polished and varnished. But the body of the cylinders, the base and the inside of the sockets are only polished and varnished. Each of these blocks is mathematically graded with regard to their dimensions. The four cylinders of the four blocks materialize all the four possible ways in which objects can be different, dimensionally.

Cylinders of Block 'A':

The dimension of all cylinders is the same except that they differ in height. The Height differ from 1cm to 5 ½ cm with a regular difference of ½ cm. They differ in one dimension. The name is 'Short' and 'tall'.

Cylinders of Block 'B':

The cylinders have an equal height of 5 ½ cm but diameters vary from 1cm to 5 ½ cm, increasing successively by ½ cm. They differ in two dimensions. The name is 'Thick' and 'Thin'.

Cylinders of Block 'C':

The cylinders differ from each other in all the three dimensions, height as well as length and breadth.   Height vary from 1 cm to 5 ½ cm, diameter from 1cm to 5 ½ cm respectively. The name is 'Small' and 'Big'.

Cylinders of Block C-1':

Differs in all three dimensions as in the third block, but have the height and the diameters arranged in the reverse. Height 1cm to 5 ½ cm and the diameters from 5 ½ cm to 1cm. The name is 'Short' and 'Tall' and 'Thick' and 'Thin'.

Display:

The cylinder blocks are displayed on an open shelf, well within the child's reach and view. They are kept together and in a geo-metrical succession from left to right.

Presentation:

Invite the child and take him where the materials are kept and ask him "This is a cylinder block, shall I show you how to use it"? Help the child to carry the block to his place on the mat. Ask the child to hold it with both hands (the block should rest on the fingers and supported by the thumb). Place the block

close to the child and at a comfortable distance from you (Teacher).The child should sit on the left side of you. Place the cylinder blocks so that the thickest cylinder is on your right.

Show the child how to hold the cylinders by their knob. Draw his attention by saying, "Look, how I hold the cylinders". Hold the cylinders with the three right hand writing fingers. First place the middle finger at the back of the knob, then the index and lastly the thumb in front of the knob. Now slowly raise the cylinder vertically and bring it out of the socket. Keep it behind the block. Take out all the cylinders in succession but keep them scattered. We first pick up thickest cylinder from the socket and lastly we pick up thinnest cylinder from the socket.

Now pick up any one of the cylinders and first, observe the diameter of the cylinder and then the diameter of the socket; secondly, bring the cylinder to the socket, which you think corresponds to the cylinder. Lastly, the final verification should be done before putting the cylinder into the selected socket by one intentional movement. Do not release the cylinder before it reaches the bottom; repeat the same activity with the other cylinders. Stop when the child takes over the activity. When putting the cylinders into the sockets, do not make any noise. (The above presentation should be done with Block 'B' but the child should not know the particular Block.)

You should be conscious of it.

Control of Error: - Lies in the material itself.

Direct Aim: To help the child become conscious of the three linear dimensions, their variations and combinations by means of his visual sense.

Indirect Aim: To help the child prepare himself indirectly for writing, by preparing the writing fingers, to hold writing instrument with necessary and sufficient firmness.

Age of presentation: 2 ½ years to 3 years of age

Foot note: We give presentation with Block 'B'first .if for some reason block B is not available, then with either 'C' or 'C-1' block. We should avoid presentation with block 'A' as far as possible.

Possibilities:

One block at a time - A or B or C or C-1 = 4 possibilities.

Two blocks at a time A+B, A+C,A+C-1,B+C-1,B+C,C+C-1=6 possibilities

Three blocks at a time A+B+C,A+B+C-1,A+C+C-1,B+C+C-1=4 possibilities

Four blocks at a time A+B+C+C-1=1 possibility.

Exercises (Reverse pairing)

Invite the child, keeping the block between you and the child, ask him to take out the cylinders and scatter them on the mat behind the block. Now you take an indicator and indicate a particular socket and ask the child to find the cylinder for the socket. Continue the activity as long as the child needs to do so.

Earlier we did straight pairing by finding the socket for the cylinder and now we do it in the reverse order, i.e. finding the cylinder for its corresponding socket. So this is reverse pairing.

The same activity can be done by indicating the sockets in succession with the index finger. Invite the child and ask him to bring the cylinder blocks and keep them between both of you. Now you indicate the first socket with your index finger and ask the child to find the cylinder for the socket. Then indicate the second socket and ask him to find its corresponding cylinder. Continue the activity in succession. In this activity we do not use an indicator because he finds the cylinder for each socket, one after another, in succession. Finding cylinders for sockets in succession leads him to the grading activity-but without being aware of the fact.

Grading Activity

Grading activity can be done in two ways: (a) with the block nearby and (b) without the block.

A) Invite the child and ask him to bring the cylinder block. Keep the block between both you and the child. Ask the child to take out the cylinders and scatter them. After scattering them keep the block close by and ask the child to find the thickest cylinder and then the next thickest one and so on, arranging all the cylinders in succession (according to their gradation)on the mat. After arranging them keep the block in front of the cylinders and put the cylinders back into their sockets for control of error.

B) Bring the block and ask the child to take out of the cylinders and scatter them. After scattering them, hide the blocks from the child and ask him to find the thickest cylinders in succession according to

their gradation on the mat. After arranging them, bring the block and check the accuracy of the arrangement.

Memory Activities

M-1 children

Invite the child and ask him to bring the block and keep the block between both of you. Now ask the child to keep the cylinders together at a distance so that the child cannot see them. Keep the block at the place of presentation. Indicate a particular socket with an indicator and ask the child to bring the corresponding cylinder. Though he cannot see the cylinder visually he can, by using his memory, bring the corresponding cylinder for the particular socket.

This activity can be extended by asking the child to bring the cylinder one by one, according to successive gradation, corresponding to the sockets in the block.

M-2 children

Invite the child and ask him to bring the block and keep it between both of you. Now ask him to take out the cylinders and keep them at different places in the environment.

Keep the block at the place of presentation. Now indicate a particular socket to the child and ask him to bring the corresponding cylinder. This activity can also be done in successive gradation as in M-1.

Sample Activity No.2 :

Pink tower'

Material description:

A pink tower of ten pink wooden cubes.

The cubes are graded uniformly with the smallest being a 1cm cube and largest a 10cm cube. We are aware that each cube has six faces and each face is a square. This 'tower 'is kept on a special 'chowkie'.The top of the chowkie is usually 14cm to 18cm in height. A very thin long strip of wood, 10cm in length is fixed on the surface of chowkie 2cms away from the front edge.

Preparation:

Take the child to the place where the pink tower is displayed. Show him how to carry the cubes to the working mat. Hold the smallest one with the

right thumbs with as many fingers as needed. Put the fingers on one side and the thumb on other side of the cube. Bring the cubes one at a time. Now keep the cubes scattered on the mat in front of the child so that all the cubes are visible and within his reaches. Clear some space for building-up the cubes.

Presentation:

Find the largest cube and place it in the middle. Then try and find the next largest one amongst the remaining cubes and having found it, draw the child's attentions to the way you try to place the cube on the top of the first one in one intentional movement. Repeat the same tower movement till the whole tower is complete. When the child continues to repeat this activity, see that he does it with one intentional movement. After the tower has been built, inspect the tower from the base to the top. Let the child see that you are inspecting the regularity of placement of each cube.

Control of Error:

Is in the visual sense of the child and not in the material.

Direct Aim:

To help the child become conscious of the three linear dimensions, their variation and combinations, by means of visual sense.

Indirect Aim:

To help the child refine his intentional movements.

Age of presentation:

2 ½ to 3 years of age and after the child has had some experience in handling cylinder blocks.

C. LANGUAGE ACTIVITIES

Sample Activity No. 1 :
Sound Game

Materials

- Objects in the environment
- A collection of small objects on a tray

Notes

- These games should begin soon after the child has arrived in the class.

- If the occasion arises, you can do these games several times in one day. And remember to do these games on consecutive days.
- Don't expect every child to understand during the first experience.
- These games have a progression to them; do not move on to the next stage until the child is ready to do so.
- Total preparation takes several months, and for some children, it may even take a year.
- These games can be done in small groups or with the entire class.
- When beginning the game with some of the younger students, it may be helpful to use small objects. Later, remove the objects so that these games become a mental piece of work.
- Most importantly, before beginning these games, it is essential to make sure the child already knows the word.

Presentation 1: Beginning Sounds

Materials

- A mat or table to work on
- A few familiar items or a group of objects

Notes

- Introduction with a few examples of familiar items (a classified group such as children's names, body parts, jewelry, clothing, etc…)
- A few items on a tray or in a basket with the same game, such as animals from the farm.
- Continue in the same way, adding more objects as the children are ready to increase difficulty.
- A group of objects on a shelf or specific place, for example the hand-washing set.

Presentation

1. Conversationally introduce the sound game to a few children.
2. Introduce three contrasting sounds, such as the words Pig, Cow, and Dog.
3. Give the names of each by exaggerating the beginning sound   of each word.

4. After each one, have the children repeat the name with you.

5. Do not rush. Repeat these sounds as often as needed.

6. Notice how the mouth is formed or what shapes the mouth takes when articulating the first sound. For example, when saying the word pig, your lips start off closed and then to make the sound, they let out a little puff of air. You may want to place your hand in front of your mouth to feel this puff of air come out.

7. Once the children seem to understand the first sound, or are able to hear these first sounds, the "game" part can begin.

8. For example: "Can someone tell me what animal starts with the sound P?" The answer should be "pig".

9. Continue in this way for a while. If the child seems confused or does not understand, make a note of it and come back to it at a later time.

Presentation 2: Ending Sounds

Notes

- This game is to establish the understanding of the position of sounds.
- Some children might have an easier time with this game than with the first game.
- Sometimes it's helpful to use examples with the same last sounds. (Such as bend, stand, nod, etc…)
- Continue as before, adding objects.
- Use objects of the shelf or in a set.
- Look at what ending sounds have quick sounds such as "hope" or "dog"; and what sounds last a long time such as "happy".

Presentation

Same as in Presentation 1 but concentrating on the last sound.

Presentation 3: Middle Sounds

Notes

- Sometimes it is helpful to use words with the same first and last sounds such as pin, pen, where only the middle sound changes.

- You can also use a row of children to represent the sounds. For example in the word "pen", have three children stand in a row, the first child represents the "p" sound, the middle child represents the "e" sound and the last child represents the "n" sound.
- Start with only a three sound word so that there is only one middle sound.

Presentation

Same as in Presentation 1 but concentrating on the middle sound.

Presentation 4: Begin to analyze words informally

Notes

- This can be done informally during any moment of the day.
- This can be called "slow motion talk"
- For example, you can ask a child to bring over the "B - o - x" by articulating each sound separately. Another example would be having the child bring you the "F - l - a - g".

Presentation

There is no formal presentation because this is done informally throughout the day.

Presentation 5:

Games in which children think of words (no objects used)

Notes

- This game is to get the child to the mental thinking level.
- In this game, the child is given a sound in a designated position and later, in any position.

Presentation

1. Have the children think of words beginning with a sound, for example "M". Such as: mommy, Monday, maple, Margaret, etc…
2. Have children think of words with a sound in it, for example "M". Such as: some, game, emerald, music, etc…

Presentation 6: Analysis Game

Notes

- These games are the foundation for work with the Sandpaper Letters and the Moveable Alphabet.
- This game asks the child if they can hear every single sound in a word.

Presentation

Example: Ask the child to say aloudthe word "Pen" but concentrating on every sound. Then move up levels to words such as "crayon" and then, for fun, "abracadabra".

Purposes

Direct

To make the child aware of the sounds used in speech and of their order

Indirect

Preparation for writing and reading

Control of Error

The directress

Age

2 1/2 - 3 1/2 years

D. MATHEMATICAL ACTIVITIES

Sample Mathematical : Activity No. 1 :

Number Rods

Materials

- Ten rods identical with the Red Rods in length, but divided into red and blue sections. The shortest rod is red. The second is twice the size of the first; one half is painted red and the other half is blue. The third rod is three times the size of the first and is divided into three sections; the first painted red, the second is blue, and the third red. All the other rods are divided in a similar fashion, alternating red and blue, the first section always being red. The number of sections represents the numbers of the rod.
- A floor mat

Notes

- Carry and assemble the rod as you would with the Red Rods.
- Do the Three Period Lesson to teach the names, be sure to count the red rods each time.
- Continue through the activities as the child is ready. You must be sure the child understands the quantities before moving on from the naming.
- Some children will be able to do this work in one sitting.
- Be sure to review previous names before moving on to new ones.
- Continue through the series on consecutive days.

Presentation

Stage A: Naming and Counting

1. Invite the child to come and work with you. Bring the child over to the Red Rods and discuss with the child how he knows how to use them.
2. Tell the child that we have other set of rods that are almost like the Red Rods.
3. Show the child the Number Rods and tell the child that they are almost like the Red Rods except for they are red and blue.
4. Have the child bring over two mats. Unroll one horizontally and the other vertically.
5. Have the child bring over each number rod and place them randomly onto the vertical mat.
6. Sit in front of the horizontal mat.
7. Ask the child to build the rods as he would with the Red Rods on the horizontal mat.
8. Point out that we will always start with the red section to the left.
9. Isolate the first three rods.
10. Point to rod 1. Say, "This is one." Count.
11. Point to the blue on rod 2. Say, "This is two." Then count.
12. Point to the red on rod 3. Say "This is three." Then count.
13. Repeat this a few times. (This is the 1st Period of the Three Period Lesson.)

14. Move the rods so they are on the same horizontal line. Do the 2nd Period of the Three Period Lessons.

15. Do the 3rd Period of the Three Period Lessons.

16. Ask the child to replace the three rods back with the others.

17. Take out rods 4, 5, and 6.

18. Count each section of rod 4

19. Repeat as you did with the first three rods.

20. Repeat for rod 7, 8, and 9.

21. Then repeat with rods 8, 9, and 10.

22. Depending on the child, this may be taught over a few days.

Stage B: Identification by Name

1. The Number Rods are in random order on the mat.

2. The directress sits between the two mats and has the child sit in front of the vertical mat.

3. The directress asks for a specific number rod, the child chooses it, counts it, and places it on the empty mat.

Stage C: Random Identification by Quantity

1. The rods are lain out randomly on a mat.

2. The directress randomly takes a Number Rod, places it in front of the child and asks, "What is this?"

3. The child counts it, and gives you what Number Rod it is.

4. Then have the child place it on the empty mat.

5. Repeat for all of the rods.

Stage D: Identify Rod Randomly

1. The rods are lain out randomly on a mat.

2. The child chooses a rod, isolates it on the empty mat and tells the directress what number it is.

3. Then the child counts to verify.

4. Repeat for all the rods.

Stage E: Identify Rod in Order

1. The rods are in the stair formation.

2. Point to one rod in the stair formation and have the child say the number of the rod.

3. Then have the child count it to verify.

4. Repeat for each rod.

Purpose

- To experience the qualities of each number and to learn their respective names.

- To show that each number is represented by a single object, as a whole, separate from others.

- To help memorize the sequence of numbers from 1 to 10.

Control of Error

The number of partitions on each rod acts as a guide.

Age

4 years onwards (after the child is competent with the rod

Mathematical Activity No. 2 :

Spindle Box

Materials

- Two boxes exactly the same, each with five compartments. At the back of each compartment is painted a symbol in black, starting from 0 and progressing serially up to 9.

- A container with 45 spindles

- A container with 8 ribbons or elastic bands

Presentation

1. Introduce the child to the materials on the shelf and have him bring them over to the table.

2. Point out the compartments and the numerals the child knows. Point to them all, one at a time, and have the child give the number's names.

3. Tell the child that these numbers will tell us how many spindles to put in the box.

4. Point to the number 1. Have the child read it and then say, "We will put 1 spindle in this box."

5. Place one spindle in the compartment.
6. Repeat for 2, counting the spindles as you place them, "One, and two." Continue this up to 4.
7. Have the child place the correct spindles in the remaining compartments.
8. Once all the spindles have been placed, look at compartment 0 and notice that there is nothing in it.
9. Say, "This is zero. Zero means nothing. That is why there is nothing in this spot.
10. Have the child take out the two spindles from container 2. Have him do this one by one and count as he does so.
11. Have the child tie a rubber band around the two spindles and replace them in the 2 slot.
12. Repeat for the other spindles.
13. Then take out the 1 spindle and place it gently back into the basket.
14. Take out the other spindles group by group, and after taking off the rubber bands, place them one by one (counting as the child does this) back into the basket.
15. Ask the child why there was no spindle in the 0 container.
16. Have the child replace the material on the shelf.

Purpose

Direct

The spindles clarify the idea that the symbols represent a certain quantity of separate objects.

To introduce the concept of zero and its symbol.

To reinforce the natural sequence of the numerals.

Indirect

To reinforce the idea that there are no other symbols other than 0 to 9.

Control of Error

If the counting has been incorrect, at the end there will be either an insufficient number of spindles or some left over.

Age

4 years onwards (after the child has worked with the number rods and cards)

3.2.6. Stories and rhymes and ways of presentation

Story telling has tremendous educational value. It is a source of relaxation for the children. Stories have a great appeal to children. It evokes children's interests, develops their concepts and language. Children catch values from the story and understand the conversation styles of different persons. Story telling is an art and every teacher should develop this talent. Stories can be presented before the children through creative dramas or different types of puppets.

While telling a story, a teacher should observe the following guidelines.

1. **Selection of the story:** The story will be selected according to age group of the children. For small children simple and short stories should be selected. For older ones it can be longer. If it is too long, it can be broken into parts. When I say the second part the first will be revised.

2. **Way of telling the story:** The story should be told in a way to sustain their interest. The sounds and rhyming lines are to be repeated. When the story will be told once again, the same words and phrases should be repeated, so that children will automatically learn more vocabulary.

3. **Different types of stories to different age groups:** If the group is of small children, self-centered stories built up around themselves and all that are familiar to them. Children of 5 or 6 years old will be told stories to appeal their imagination. If it is little boys, space stories can be told. In a mixed group of girls and boys the stories of common interests can be told. For a group of girls, stories related home, kitchen, dressing with lady or girl characters will be more interesting.

Points of value of story telling

1. **Settling down:** Before starting the story all children should be given time and space to settle down comfortably. Story helps the children to accommodate with the new environment.

2. **Ensuring concentration:** Stories help to attract children and increase their concentration power. (For this, we can use some glove puppets, stick puppets, cutout characters, pictures or story books. Acting also be done with facial expressions.) Dramatic presentation or elements of creative drama will also be utilized. Sometimes questions can be asked to check their understanding. There are many other techniques to catch or check their attention.

3. **Ensuring hearing:** The story is a means of increasing listening power. So story can be said in different voices and modulations. It should be audible to all students.

4. **Understanding language:** Story is a means of developing language skills. New words, cultural aspects and concepts are easily absorbed by children through listening to stories. For this, natural, simple and understandable words are to be used.

5. **Moral:** Children will absorb morals and values through stories. So there can be a moral which should be understandable.

6. **Scope of imagination:** The words with imaginary scope will be explained in such a way. When we say about a Princess's castle we can visualize it through what we can see or hear there.

7. **Power of thinking:** The story will include chances for thinking. Questions can be asked for it. "How can we save the Princess from the castle?", "How to save the little rabbit from the lion?"

8. **Power of reasoning:** Children get reasoning power from problematic stories. When we give some solutions for a problem it should be logical or meaningful to the students. "How did the old mother escape from the tiger?"

9. **Improving vocabulary:** Some new vocabulary can be included in all stories and the meaning can be explained through the context.

In this way story can be presented for relaxation, enjoyment, developing listening power, language and vocabulary development and for intellectual powers.

3.2.7. Role, preparation and qualities of a Montessori directress

Teachers' Role

The teacher is an observer, follower, and guide bringing wisdom, thoughtfulness, and experience to the child's academic, social, and intellectual exploration. The Montessori approach demands special professionals who are confident and skilled enough to allow children to be active participants in their learning. It also means that all school decisions are driven by what is best for the child. The authentic and beautiful Montessori materials provide activities that are

cherished by the children and that help them learn with joy and understanding.The teacher establishes guidelines for work and behavior, showing children how to be successful within the structure of the curriculum and the community. As a result, a pattern of good work, habits and a sense of responsibility and cooperation are established in the classroom.

Preparation

A good Montessori teacher must have imagination and faith in children. The child will show real attention, interest and energy when she/he finds an interesting piece of work. So the Montessori teacher should prepare herself and the environment.

First Step

The first step of the preparation is keeping the environment and all the apparatus well arranged, clean, perfect and shining. Nothing should be missing, so that the child it always seems new, complete and ready for use.As the environment includes teacher's appearance also, she must be attractive, pleasing, tidy, calm and dignified. Teacher's appearance is the first step in gaining the child's confidence and respect. So teacher should make her movements as gentle and graceful as possible. The teacher's beautiful appearance, gentle movements and loving behaviour should make the child say "how lovely my teacher is! She is just like my amma."

Second Step

The second step of a Montessori teacher is to attract and amuse the child because the child and the teacher are unfamiliar at the beginning. She can tell stories, have songs and games, use nursery rhymes or poems or puppet shows. A teacher who has gift for charming the children can have them do various exercises. The teacher will have to encourage them and praise them in a bright sincere and pleasing manner. Every action of the teacher can be a call and invitation to the child.

Third Step

The third stage comes when the child begins to take an interest in something, usually the experience of practical life. It is useless and harmful to give the children sensorial and other apparatus before they are ready to benefit from them. This kind of materials is to be presented only after the children acquire the power to concentrate on something. This concentration will get through the activities of EPL. When a child begins to show interest in one of the sensorial

materials, the teacher must not interrupt in any way. Because this first step is so fragile and delicate that a touch or a look can make it vanish forever. So the teacher must be very careful. Most of the teachers do wrong by interrupting or showing how to work. Don't do that. Even praise, help or a look may enough to interrupt or destroy the activity and interest of the child. The duty of the teacher is to present new things when she knows that the child has exhausted all the possibilities of those materials she/ he was using before.The teacher's skill not to interfere will come only by regular practice and patience. Her classroom style is depending on her personality and intelligence.

3.2.8. Daily activities in a Montessori school

Dr. Montessori tried out the following time table in the Casa Dei Bambini. Changes are allowed according to the local contexts, and the developmental needs of the children.

Time	Activities
9-10	Entrance. Greeting. Inspection as to personal cleanliness. Exercises of practical life; helping one another to take off and put on the aprons. Going over the room to see that everything is dusted and in order. Language: Conversation period: Children give an account of the events of the day before. (Religious exercises if necessary)
10-11	Intellectual exercises. Objective lessons interrupted by short rest periods. Nomenclature, Sense exercises.
11-11:30	Simple gymnastics: Ordinary movements done gracefully, normal position of the body, walking, marching in line, salutations, movements for attention, placing of objects gracefully.
11:30-12	Luncheon (Refreshments): Short prayer.
12-1	Free games.
1-2	Directed games, if possible, in the open air. During this period the older children in turn go through with the exercises of practical life, cleaning the room, dusting, putting the material in order. General inspection for cleanliness: Conversation.
2-3	Manual work. Clay modelling, design, etc.
3-4	Collective gymnastics and songs, if possible in the open air. Exercises to develop forethought: Visiting, and caring for, the plants and animals.

Time Table followed in the 'Casa Dei Bambini'

3.2.9. Observation, study visits, long walks and nature observation

Before 2 ½ years, the child have very little communication with others and engaged in his own personality. After that period, the child begins to observe his environment closely and starts socialization. So between the age of 2 ½ to 3 years, the educative action can be started by providing a prepared environment and arranging interaction with other people to increase his social contact.

Through providing long walks give chance to the child to observe in detail and discover the environment. Inform the child that he is going for a walk and where he is going. Discuss the plan with the child- where to go, how to go and what to do there. So he will visualize his future actions. Let him arrange his picnic basket and plan his journey. This plan should not be changed without his consent. There is creative value in his plan and carrying out such plans. Let him spontaneously observe and explore and to follow his interest.. These observations and explorations of nature are necessary for the formation of correct ideas and acquisition of knowledge.

There must be chances to contact the nature to understand and appreciate its order, harmony and beauty. Also give chance to master natural laws which are the basis of all sciences and arts which create the civilization. Dr. Maria Montessori discovered this new method of education on the basis of her observation in the house of children. A child reveals his real needs in a specially prepared environment. Montessori Method provides a vital means of observing the child. By observing the child more and more, we understand his/her individual needs.

3.2.10. Nature in Education

Man has created enjoyments in social life and brought about a strong human love in community life. However, the man still belongs to nature. It is the

education that prepares the child of nature to a child of social being. Children should not be taken away from parents and put into a school. But he should be put into a Montessori House of Children which is usually an extension of home. The best way of strengthening children is immersing him/her in nature and allowing children their spiritual expressions and spiritual needs. These needs will be satisfied by giving chance to take care of plants and animals in the nature.

Mrs. Latter in England had developed a method of child education through gardening and horticulture. Art, household life and culinary preparation, washing of utensils etc. are included in this method. She has stressed the following points.

1. By caring for plants and animals the child learns automatically about nature.

2. Through observation of plants and animals the child learns the phenomena of life.

3. Seeing the seeds and waiting for the plant to grow the children acquire the virtue of patience and confident expectation which is the philosophy of life.

4. Children get inspiration from the marvels of creation-a world of living things.

5. Through the observation and care of plants and animals children understand the development of human race and the evolution of individual to harmonize with that of the humanity from hunter to food gatherer to farmer.

In the Montessori House of Children, children develop from a child of nature to a special child. They learn to observe nature and understand from concrete to abstract.

Practical Activities

1. Preparation of chart showing the different areas of Montessori education

   • Discussion on the different areas of Montessori education

   • Reference, collection of pictures and information regarding the areas of teaching in Montessori Method.

   • Compile and classify the activities

   • Systematic recording in the practical diary

2. Preparation of chart showing the age wise list of Montessori activities.

   • Group discussion

   • Data collection

   • Compilation of activities on the basis of age in the format given.

- Record the list in practical diary.

3. Collection and practice of the methods doing different activities come under different areas of Montessori education.

   - Visit to nearby Montessori environment

   - Data collection on the method of doing each activity come under the areas like preliminary activities, EPL, sensorial, arithmetic, language, Geography, zoology, botany and other cultural aspects of life like art and yoga.

   - Practice of each activity individually by the learners.

   - Systematic recording in the practical diary.

4. Workshop for collecting stories and rhymes

   - Workshops should be headed by experts in the field

   - Presentation of sample stories and rhymes

   - Collection and development of new stories and rhymes

   - Systematic recording in the practical diary.

5. Prepare picture story cards for presenting 6 Stories before the Montessori children (2 each for M1,M2 and M3 age groups).

6. Prepare an anthology of children's stories and Rhymes.

7. Conduct a seminar on the roles, qualities and self-preparation of a Montessori directress.

8. Plan an observation schedule for the observation of a Montessori class room.

Assessment:

- Work Diary
- Collection
- Class test
- Portfolio
- Assignment
- Seminar and
- Practical presentation

Sample TE Questions:

1. Describe how the practical activities are presented before the children. Give a sample for each area of the Montessori Education

2. Write the general outcomes or the objectives of the following areas:
   - EPL part
   - Sensorial part
   - Arithmetic part

3. What are the preparatory activities for starting the Language education?

4. List the sequential activities for learning to write and read

5. What is the importance of Nature in education?

6. How observations of nature help the education? What are the points suggested by Mrs. Latter about the nature based education?

7. Explain 'Observation and Discovery.'

8. How does a teacher develop observation power in children?

9. What are the preparations for Nature Observation trips?

10. How will you prepare yourself to become a Montessori Teacher?

11. What are the three kinds of activities (steps) done in a Montessori environment?

12. Explain the spiritual preparation OR

13. What are the 7 deadly sins of a teacher?

14. What are the educative values of storytelling?

15. What are the processes to tell a story in the House of Children?

16. How would you narrate a story?

17. What kind of stories will you tell to small children?

UNIT 3

ORGANIZATION OF A MONTESSORI ENVIRONMENT AND IT'S DESIGN

1. Introduction

The success of Montessori education depends much on the specially prepared Montessori environment. So this unit aims to provide the learners with the information regarding the Montessori classroom design and the nature, facilities and preparation of specially prepared Montessori environment.

The unit covers six chapters starting from the preparation of the environment and ends with the maintenance of the environment. The learners will get a detailed list of didactic apparatus/Montessori materials and way of handling the apparatuses. Another topic of discussion is arrangement of materials and areas and furniture.

Overall the unit emphasises the infrastructure support which is the key factor in Montessori education.

2. Learning outcomes

The Leaner:

- Explains the Infra structure Facilities needed in a Montessori House of children

- Describes the nature and facilities of specially prepared environment (classroom)

- Lists out the Six Principles of the Montessori Prepared Environment

- Enlists the didactic apparatuses/Montessori materials

- Arranges Montessori Apparatus /materials in different sections

- Maintains the environment

3.3 Concept Detailing

3.3.1. Infra structure Facilities needed in a Montessori House of Children

The following indoor and outdoor facilities are needed for an ideal Montessori House of Children

Indoor

- Shoe rack, facility for keeping umbrella / overcoat Bags, Tiffin box etc. near the entrance
- A single flexible indoor working hall or big rooms for lessons, individual and/or group work and indoor activities, Blue line area
- Sufficient number of toilets and wash rooms with child sized commodes, taps suitable for children's hight.
- An area for Arts and Crafts activity , performance and meetings
- Area for reading corner and story corner
- Area for practical work.
- Dining hall with attached kitchen and storage.
- Space for teachers and staff
- Visitors' waiting area

Out door

- Sports facilities
- Playing fields would be needed. There should be facilities and enough number of equipments for climbing, sliding, swinging, see-sawing, hiding, and engaging in other outdoor plays
- Sand area for playing in sand
- Area for cultivation
- Areas to grow vegetables or fruit for consumption or sale is needed. This will provide a rich experience for students to observe and engage in these activities
- Small pond with different type of fishes, small water animals. Waterlilly, lotus etc. or a big aquarium (optional)
- Area for small zoo. (Bees, guinne pigs, Rabbits, chickens, ducks, goats, love birds, other birds, swans etc.) (optional)
- Space/ Facilities for waste disposal

3.3.2 Specially prepared environment (classroom) : its nature and facilities

Montessori classrooms are peaceful, happy places designed to meet the developmental needs of each child in every stage of life. There is no focal centre to the classroom; this reflects that the teacher is not the focus of the children's attention, but that they are all one community together. Bright and attractive colours, natural materials, fascinating cultural objects and interesting pictures on the wall all offer the children complex sensory and intellectual experiences.

But Montessori classroom of today can have many learning centres with self-directed activities or circular seating for Socratic discussion. Students in these new classroom designs are able to work in groups and share their own wealth of information with peers. Rather than being so competitive, students are cooperating more with each other and students might have the role of mentor, tutor, or discussion leader.

A Montessori classroom is designed for the students that spend most of their day there. All items in the environment are scaled to the child's size, including furniture, shelves, utensils, dishware, cleaning implements and the Montessori materials themselves. They are arranged in a neat and beautiful manner so that children can choose freely and work with a set of materials individually. Sufficient space for individual as well as group work is arranged. When children first enter a Montessori environment, it is an immediate and touching moment when they realize that this place is for them.

Much of the didactic materials students work with in Montessori classrooms are self corrective which provide students the opportunity for self-evaluation and discovery. By assisting children in solving problems and evaluating their own successes, Montessori's didactic apparatus provides a unique form of scaffolding. Students have freedom of movement to move at their own pace through a prescribed, integrated curriculum, put work away when finished and then move on to the next task.

Direct teacher instruction, for the whole class on curriculum topics is rare. Whole class group time is reserved for morning meetings with announcements, times for music experiences or reading aloud by the teacher.

Materials are to be arranged neatly in the order of the learning areas like, Preliminary materials, EPL, Sensorial etc.

A typical Montessori environment encompasses the following:

- freedom of movement and freedom of choice for the children

- structure and order in the arrangement and sequence of the materials

- an atmosphere that is attractive, warm and inviting

- materials that provide active learning experiences

3.3.3. The Six Principles of the Montessori Prepared Environment

1. Freedom

Montessori believed that children must be free to explore and follow their own natural impulses, thus developing their potential and increasing their knowledge of the world around them. Within the prepared environment, the child must experience freedom of movement, freedom of exploration, freedom to interact socially, and freedom from interference from others. This freedom ultimately leads to a greater freedom: freedom of choice.

2. Structure and Order

While structure and order seem counter-intuitive to the aforementioned freedom, nothing could be further from the truth. Structure and Order in the Montessori classroom accurately reflect the sense of structure and order in the universe. By using the Montessori classroom environment as a microcosm of the universe, the child begins to internalize the order surrounding him, thus making sense of the world in which he lives.

3. Beauty

Montessori environments should be beautiful. Whether your school is in an old Victorian mansion or in a strip-mall or in the living room of your home, the environment should suggest a simple harmony. Uncluttered and well-maintained, the environment should reflect peace and tranquillity. The environment should invite the learner to come in and work. This atmosphere is easily seen by the attitude of those working there, both child and adult.

4. Nature and Reality

Montessori had a deep respect and reverence for nature. She believed that we should use nature to inspire children. She continually suggested that Montessori teachers take the children out into nature, rather than keeping them confined in the classroom. This is why natural materials are preferred in the prepared

environment. Real wood, reeds, bamboo, metal, cotton, and glass are preferred to synthetics or plastics.

5. Social Environment

Where there is freedom to interact, children learn to encourage and develop a sense of compassion and empathy for others. As children develop, they become more socially aware, preparing to work and play in groups. This social interaction is supported throughout the environment and is encouraged with the nature of multi-age classroom settings.

6. Intellectual Environment

If the above aspects are not recognized, the intellectual environment will not reach its purpose. The purpose of the Montessori environment is to develop the whole personality of the child, not merely his intellect. By guiding the child through the five areas of the Montessori curriculum (Practical Life, Sensorial, Language, Mathematics, and Cultural subjects), through developmentally appropriate, sensorial material that moves hierarchically from simple to complex and concrete to abstract, children are given the freedom to fully develop their unique potential .

3.3.4 The didactic apparatuses/Montessori materials

Didactic apparatus is synonymous with auto regulative. It is a method used to teach young children between the ages of 3 and 6 created by Dr. Maria Montessori. The didactic apparatus is designed to aid the child in the most critical period of his life. It is made from the child's point of view, to satisfy that innate craving for activity. It is especially effective in the development of the senses, and has been called by some educators, 'sense training material'. But it is more than this. Because the child really understands what he is doing and because of the self correcting element that prevails, there is developed in him, initiative, self control and concentration.

The essential apparatus required for a Montessori Environment are listed below.

FOR PRELIMINARY ACTIVITIES
Some of the materials for these activities can be purchased locally, others can be purchased from a manufacturer or supplier of montessori apparatus

1. Cloth Pegs (Pegs & square shaped bowl)
2. Using Tong (Tong1, small beads, 2 plastic bowls)
3. Squeezing (a thick piece of sponge and 2 bowls)

4. Threading beads (beads of different sizes and strings)

5. Pouring water (Plate 1, plastic cups 2, funnel 1, filter 1)

6. Sorting Activity (Different coloured beads & bowls)

7. Chopping & cutting of vegetables (Blend knife & cutter board)

8. Grinding (pounding) small metal grinding set

9. Chapatti making (small chapatti roller set)

10. Jigsaw Puzzles - Leaf, Frog, Fish, Flower, Tree, Horse etc.

FOR EXPERIENCE OF PRACTICAL LIFE

These materials can be purchased from a manufacturer or supplier of montessori apparatus

1. Trays for napkins & dusters

2. Set of Napkins (12) & Dusters (3)

3. Fastening Shirt Button

4. Fastening Coat Button

5. Fastening Hooks

6. Fastening Press Buttons

7. Fastening Shoe Lacing

8. Fastening Bow Tying / Ribbons

9. Fastening Buckles

10. Fastening Jacket Zip

11. Tray + 3 small tumblers and a napkin for pouring activity

12. Small broom and dust pan for sweeping activity

13. Small dust pan and small brush for cleaning activity

SENSORIAL APPARATUS

1. Cylinder Blocks

2. Pink Tower

3. Brown Stairs Painted

4. Brown Stairs Polished

5. Long Stairs

6. Primary Colour Tablets

7. Secondary Colour Tablets

8. Geometrical Solids
9. Touch Boards
10. Noise Boxes 12
11. Fabric Box
12. Baric Tablets
13. Tertiary Colour Tablets
14. Touch Tablets
15. Thermic Tablets-Small
16. Geometrical Cabinet + Presentation Tray
17. Geometrical Form Cards (3 Boxes)
18. Drawing Insets
19. Binomial Squares (Optional)
20. Trinomial Squares (Optional)
21. Binomial Cubes (Optional)
22. Trinomial Cubes (Optional)
23. Decanomial Squares (Optional)
24. Knobbles Cylinders
25. Constructive Triangles
26. Tasting Bottles
27. Smelling Bottles
28. Coloured Gradation Series
29. Inscribed and Concentric Figures

MATHEMATICS APPARATUS

1. Number Rods
2. Cards for number rods
3. Sandpaper Numbers
4. Spindle Boxes
5. Cards + Counters
6. Traditional Names
7. Introduction to Decimal System
8. Decimal Bead Material

9. Static Bead Material with Number cards 1 to 1000
10. Dynamic Cubes & Squares
11. Number Cards 1 to 9000
12. Small Number Cards 1 to 3000 (Set of 3)
13. Golden Beads for Dynamic Set
14. Coloured Bead Stairs
15. Seguin Boards Teen (10 to 19)
16. Bead Material for Teen Board
17. Seguin Boards Ten (10 to 99)
18. Bead Material for Ten Board
19. Hundred Board (Optional)
20. Addition Strip Board including Strips Tray
21. Box for Addition Board
22. Subtraction Strip Board including Blue & Ash Strips
23. Box for Subtraction Board
24. Multiplication Board with bead box
25. Box for Multiplication Board
26. Division Board with Bead box
27. Box for Division Board
28. Arrows, Squares, Chains with Stand
29. Addition Snake Game
30. Subtraction Snake Game
31. 4 Row Bead Frame
32. 7 Row Bead Frame
33. Stamp Game
34. Control Charts
35. Fraction Circles Wooden with Stands
36. Fraction Set with Stand
37. Long Division Set

LANGUAGE - ENGLISH MATERIALS

1. Sandpaper Letters Cursive
2. Sandpaper Letters Print
3. Sandpaper Letters Capital

4. Sandpaper Letters Phonograms Cursive
5. Phonograms Print
6. Moveable Alphabet Cursive large
7. Moveable Alphabet Print Large
8. Sentence box Individual
9. Vowel Boxes Cursive (2 Part Cards)
10. Vowel Boxes Cursive Uncut (1 Part)
11. Vowel Boxes Print (2 Part Cards)
12. Vowel Boxes Print Uncut (1 Part)
13. Logical Analysis: Set of 2 boards
14. Grammar Boxes (8)
15. 300 Pictures + Words

LANGUAGE - HINDI (OPTIONAL)

1. Sandpaper Letters Hindi
2. Moveable Alphabet Hindi - Single Large Box
3. Hindi Matra Chart

LANGUAGE - MALAYALAM

1. Moveable Alphabet (Malayalam)
2. Sandpaper Letters(Malayalam)
3. Malayalam Vowel Symbol Chart
4. Malayalam Consonant Chart

GEOGRAPHY

1. Geography Land form cards with stands: 6 pairs
2. Map Puzzle: India
3. Map puzzle: World
4. Map puzzle: Asia
5. Map Puzzle: Kerala

BOTANY & ZOOLOGY

1. Botany Cabinet
2. Botany Form Cards

ACCESSORIES

1. Small Tray

2. Big Tray (4 nos.)

3. Green Bowl (4 nos.)

3.3.5. Arrangement of Apparatus /materials in different sections

Montessori apparatus and other leaning materials are to be arranged neatly and systematically on cupboards at the height of children. The children should be able to see and take any material without hurting himself or other materials. It is better to allot separate cupboards/ shelves to keep each of the following categories of items.

1) Materials for preliminary activities

2) Materials for experience of practical life activities

3) Materials for sensorial activities

4) Materials for arithmetic activities

5) Materials for language activities

6) Materials for botany and zoology activities

7) Materials for geography activities

8) Materials for art & craft education

The blue line and the activities

There should be a blue line area in the main hall for assembling children. Blue line area is marked in an oval shape in thick blue colour line. Normally children engage in individual activities during the first session. After the Tiffin or lunch children will gather around the blue line. Group activities like conversations, discussions, directions, rhymes, action songs etc. are performed at the blue line area. Attendance also can be checked at that time.

Furniture

Montessori house of children should be furnished with beautiful child sized furniture. It should look like a house of children. Everything should be arranged neatly and in order. Most of the materials should have a cover. The materials without cover should be placed on separate benches or stools prepared for it. Everything should be dusted and maintained neatly. The following are the essential furniture in a Montessori environment

1. Mat Box - 1no. (2' x 1.5' x 1.5') a big strong carton container

2. Stand/ shelves for keeping Montessori materials - 6 nos. (5' x 1' x 2.5')

3. Stands and hangers - 3(for hanging cleaning materials)

4. Small chowkies - 6 (for writing and demonstration activities)

5. Big chowkies - 4 (for doing activities)

6. Small wooden chairs without handle for children (for demonstration) -2

7. Small wooden chairs with handle for children (for demonstration) -2

8. Sitting mats (preferably with thick cloth)

9. Mats for putting the materials (preferably with thick cloth)

10. Furniture for arranging reading corner and book shelf

11. Furniture for office and teachers

12. Furniture for dining (if, necessary, normally children sit on mats on the floor)

3.3.6. Maintaining the environment

"The first aim of the prepared environment is, as far as it is possible, to render the growing child independent of the adult". Montessori's idea of the prepared environment was that everything the child came in contact with would facilitate and maximize independent learning and exploration. This calm, well-ordered environment has a lot of movement and activity. Children are free to choose and work on activities at their own pace. Here, they experience a combination of freedom and self-discipline, as guided by the environment.

The materials in the classroom are always kept in the same place. This fosters order in the children. They have entered a period of their lives where order is extremely important. (If you keep the same schedule, routine, and classroom set up as much as possible, you actually eliminate a lot of discipline issues).

It is the child's responsibility to put items back in the right place. Your job is also sometimes to gently remind them to put their work away. The most powerful model, is you, so be sure you are putting your things away. It is also the child's and your responsibility to keep the classroom tidy by reminding children gently to push in their chairs if they forget and don't forget to always push in yours!

3.3.7. Montessori ground rules for children

As the term implies there are established limits of behavior which enable a number of children moving and working in close proximity to do so in harmony. In the Montessori Classroom a child may move about freely but not run or push. He or she may talk softly and respectfully but never shout. When the child is finished with his or her work it must be returned to the shelf in its proper place. The following shows how the child's rights and responsibilities are nurtured, developed and supported in a Montessori Environment:

Right of the child	Responsibility of the child
The child is free to work with any material displayed in the environment that he/she has had a presentation.	He or she must use the material respectfully. She/he must not harm the material, themselves, or others. The material may not be used in a way that disturbs the activities of others in the environment.
The child may work on a table or rug, whichever is suitable to the work chosen.	The child should keep materials on his/her rug.
The child has the freedom to use the room as his/her needs dictate within the constraints of the rules.	The child will restore the environment during and after an exercise. The child is responsible for rolling up used rugs, placing the chair under the table and returning his or her work to the shelf.
The child has the right to work undistracted by others. She/he may initiate, complete or repeat an exercise along and without a break in concentration.	No child should touch the work of another without an invitation to do so. No child is allowed to interfere with another's learning cycle. If the child must leave the work temporarily he/she may continue at a later time with confidence that it will be as it was left.
The child has the right not to join a group activity. The child may continue working with individual exercises during group activities or may stand apart as an observer of group activities.	The child is not allowed to interfere or disrupt an activity he/she has chosen not to join. This teaches responsibility to the group.

The child has the right to work alone.	The child is not forced or encouraged to share his or her work. With appropriate materials and reasonable respectful ground rules sharing comes as part of the natural process. Generosity of spirit develops from within as the child matures with a sense of self, grounded in confidence and security.
The child has the right to do nothing. Invariably in "doing nothing" the child is learning through observation, thinking and resting.	The child's idleness is not allowed to disturb or distract others in the classroom.

Practical Activities

1. Prepare a Material File.

2. Prepare a chart to show the essential apparatus required in Montessori school.

3. Draw a plan about the arrangements of apparatus inside the school.

4. Prepare a leaflet about the Montessori ground rules for children.

Assessment Activities:

- Work Diary
- Collection
- Class test
- Portfolio
- Assignment
- Seminar

Sample TE Questions

1. Prepare a chart showing the infrastructure facilities needed in a Montessori House of children.

2. Find ways to reduce the cost of establishing a Montessori House of children

3. Montessori classrooms are peaceful, happy places designed to meet the developmental needs of each child in every stage of life. Substantiate.

4. Enlist the six principles of Montessori prepared environment

5. Prepare a note on didactic apparatus.

6. Lists out some of the essential apparatuses to be ensured in a Montessori house of children in sensorial area.

7. Prepare a checklist for apparatuses in Mathematical area.

8. Furnitures have an important role in Montessori House of children. Substantiate.

9. List out some of the essential furnitures to be available in Montessori area.

10. Write notes about the need of ground rules for Montessori Children.

11. Maintaining the environment is an important aspect of Montessori Education. Explain.

UNIT.4
ASSESSMENT AND EVALUATION IN MONTESSORI METHOD

1. Introduction

Evaluation is the essential part of Montessori education. In this unit the following aspects of evaluation are discussed:

- Methods of assessment and evaluation- continuous observation and formative assessment of activities, performance assessment.

- Evaluation of written work

- Purpose of assessment

- Teacher's role in assessment

- The concept of self correction.

- Remedies

- Records to be maintained for individual child.

After completing this Unit, trainees are expected to acquire the skills to assess and evaluate the children in Montessori Method. They will be theoretically and practically well aware of the Methods of assessment and evaluation, formative assessment, summative assessment, the best way of assessing each child, specific activities and outcomes in each area, eight characteristics of the authentic Montessori experience, and how progress reports are to be prepared in the in the Montessori Classroom

2. Learning Outcomes

The Learner:

- Identifies and explains Assessment and evaluation of various skills.

- Enlists the purpose of assessment and teachers role in assessment.

- Describes the concept of self correction and remediation

- Prepares a report of observation of real Montessori class room .

- Maintains records for individual child

3.4.1. Methods of assessment and evaluation in Montessori Method

Instead of looking at evaluation as the end-product of education or what students have learned, we should look at assessment as a means of enhancing student learning. Formative assessments help teachers and students know where students are in their learning, where they are going, and what they need to get there. It is a model that Montessori teachers around the world have been using for over a hundred years.

Assessment is to know how well the child has achieved the objectives of the learning and what type of help or support a child need. If she has not achieved some of the objectives in a specific time, the teacher has to check whether the child has satisfactorily completed the concerned activity, or she needs some more activities or repetitions. In Montessori Method self learning is promoted. So the child himself wants a feedback as soon as he does an activity. Then only he can correct his mistakes and improve. This facility is inbuilt in each of the Montessori materials. To support each child in this way, continuous assessment or formative evaluation is inbuilt in the Montessori Method. There is also the facility of comprehensive or summative evaluation to assess the overall performance of the child.

Formative Assessment

Formative assessment is the general everyday observations and monitoring of student progress. This type of assessment provides ongoing feedback to teachers, students and parents about how well the student is processing information, whether he understood the lessons, and whether he mastered the material. Formative assessment tells us if the student needs additional instruction and practice, or if he is ready to move on to the next activity.

In the Montessori environment, formative assessments are ongoing. Many of the Montessori materials have a built-in control of error, which gives the student immediate feedback on his progress. The control of error allows the student to self-correct his mistakes and continue practicing without adult intervention. This form of low-stakes assessment gently guides the child to mastery. The child has control of his own learning, building self-esteem and self-worth along the way.

Montessori teachers use formative assessments as part of their daily routine, following each and every student. Each student's interests and progress are individually observed, assessed, and recorded. The teacher makes notations about lessons regarding presentations, practice, and mastery. She closely monitors which materials the student is using and he is making any errors. Based on her observations, the Montessori teacher knows when to present new material and when to modify previously presented material for additional understanding.

Summative Assessment

While the goal of formative assessment is to monitor a student's progress and provide ongoing feedback, summative assessment is the assessment of the final product. Summative assessments measure how much a student has learned up to a certain point of time like the end of a unit, midterm or the end of a course or year. Exams, term papers, midterms, finals, and standardized tests are all forms of summative assessments meant to rank and hold students (and teachers) accountable for learning. These types of assessments involve comparing students either against benchmarks or against each other. There is more at stake as students must either pass or fail. Failing in summative assessment can be detrimental to a student and have long lasting effects.

3.4.2. How to evaluate a Montessori child

Most Montessori schools and homes do not use grades or test scores as a way to evaluate children's progress. While it's wonderful that we don't subject children to these sorts of assessments, which are often arbitrary and biased, it can be hard to find a meaningful way to estimate their progress. How can we measure children's growth and development in a way that lets us know how they're doing without using tests or grades?

Another important (and related) question is this: how can we know if a child is having an authentic Montessori experience? In other words, is the child truly receiving the full benefit of the prepared environment, the materials, and the Montessori philosophy? Knowing the answers to these questions will help us to decide which materials to present, how to arrange (or re-arrange) the environment, and how to work with each child.

The best assessment of each child will include several things:

1. First of all, there should be some kind of chart, list, or schematic indicating what work has been completed by the child. To make it even more useful, you can indicate whether or not a child has been shown how to do the work, actually done it themselves, or even mastered it (or all three, if indicated).

2. The second part of the evaluation can include the child's own work; samples of written work, creative writing, drawing, art projects, and even photographs of the child's work can be included

3. The third part of the assessment should include a written portion that summarizes the child's progress as observed by the teacher. Observation notes can be included to support the conclusions. It's helpful to briefly mention the general characteristics of a Montessori child and how this particular child is moving ahead in each area.

3.4.3. Eight characteristics of the authentic Montessori experience:

Some consistent traits that show up in Montessori children regardless of the type of school they attend or area of the world in which they live are:.

Independence

Besides the obvious displays of independence like being able to choose work for oneself, there is a certain autonomy that marks the Montessori child. They are used to doing things themselves rather than having an adult do everything for them.

Confidence

The Montessori child approaches life's challenges confidently. They may not know the answer or solution to every problem, but they know where to find help if they need it. This is not an arrogant confidence that presumes to be right at everything, but the kind of confidence that allows a child to try new things and be adventurous.

Self-discipline

Self-discipline enables children to make the right choices without adult intervention. The child cannot achieve self-discipline without instruction and help from the teachers and parents

Intrinsic motivation

The idea behind the beautifully prepared environment of the Montessori classroom is that each material and the set-up of the entire classroom will appeal to the child's inner needs. The teacher should never need to force or coerce a child into doing work. The child will instinctively know what they need to do. If the teacher or parent is always giving direction, the child will never get a chance to hear that "inner voice".

Ability to handle external authority

The child in the Montessori environment is treated with respect, but is expected to respect the teacher, the materials, and the other members of the class as well. Strong-willed children find it very difficult to handle external authority, but with time and patience can begin to graciously follow directions when necessary.

Academic achievement

While we don't wish to make academics the cornerstone of a Montessori education, they are indeed important. It's important to know which materials are presented in each level, and whether or not the child has completed them successfully. Many Montessori schools avoid standardized testing, but it's perfectly acceptable to evaluate kids with short, informal one-on-one sessions with an adult.

Spiritual awareness

The Montessori philosophy recognizes that a child has more than just a mind and body: they possess a soul as well. The child's soul needs to be nourished through art, music, literature, nature, moral lessons, and relationships

Responsible citizenship

Since the Montessori curriculum stresses the interdependence of all living things; global awareness will come quite naturally to the Montessori child. They will be interested in current events, in helping others less fortunate than themselves, and in treating our planet kindly.

we are looking for glimpses of the above characteristics, as well as evidence that the child is progressing in each area. This progress may be turtle-slow, but as long as there's some forward motion, we can know that Montessori is taking hold.

Any child who develops the eight characteristics mentioned above is going to be well prepared to succeed at anything they attempt to do, so let's make sure we're guiding them in the right direction.

3.4.4 Learning outcomes of Montessori activities

The following list shows a comprehensive list of expected learning outcome at different areas and levels. This list also helps the teacher trainees to understand what skills are to be assessed in each area . This list can be used for the formative assessment also.

A. Preliminary activities

Outcome: After completing the preliminary activities the child is expected to:

1. Settle down in the 'Second Environment' or 'The House of Child'.
2. Concentrate on work and enjoy the activities.
3. Develop eye-hand co-ordination, gross & fine muscles and senses.
4. Continue to be interested, excited and motivated to learn.
5. Try new activities, initiate ideas and speak in a familiar group.
6. Maintain attention; listen to adult's words, presentations and directions.
7. Respond to significant experiences showing a range of feeling when appropriate.
8. Form good relationship with adults and peers.

B. Exercises of practical life (EPL) Activities

Outcome: After completing the exercises of practical life activities the child will be able to:

1. Grow independent with the performance of (a) elementary movements, (b) taking care of oneself, (c) Taking care of one's environment and (d) taking care of social behaviour.
2. Move with control and co-ordination.

3. Recognize importance of keeping healthy and the things that contribute to this.

4. Use a range of small and large equipment.

5. Handle tools and objects for construction & malleable materials safely and with increasing control.

C. Sensorial activities

Outcome: After completing the sensorial activities children will be able to:

1. Use their senses effectively.

2. Work with improved motor coordination.

3. Act more intellectually.

4. Respond in a variety of ways to what they see, hear, smell, touch and feel.

5. Express and communicate their ideas, thoughts and feelings by using a wide range of materials, suitable tools etc.

6. Move with confidence, imagination and safety.

7. Show awareness of space of themselves and others.

D. Arithmetic activities

Outcome: After completing arithmetic activities the child will be able to:

1. Build up the mathematical notions as concepts and then to help to become conscious of these notions.

2. Establish the relationship between things from a quantitative point of view and with precision.

3. Recognise numerals 1 to 9.

4. Count every object reliably up to 99.

5. Use developing mathematical ideas and methods to solve practical problems.

6. Use the vocabulary involved in addition and subtraction activities and discussions in practical life.

7. Use language such as 'circle' or 'bigger' to describe the shape and size

of solids and flat shapes.

8. Use everyday words to describe position.

9. Solve practical problems using mathematical ideas and methods.

10. Read and write or construct numbers up to 9999.

E. Language development (English)

Outcome: After completing language activities the child will be able to:

1. Become conscious of the spoken language.

2. Recognise the symbols for the sounds.

3. Read and write the spoken language.

4. Improve the muscular memory.

5. Hear and say sounds in words in the order in which they occur.

6. Link sounds to letters, naming and sounding the letters of the alphabet.

7. Use the phonetic knowledge to write simple, familiar, regular words and make phonetically plausible attempts at more complex words.

8. Explore and experiment with sounds, words and texts.

9. Read a range of familiar and common words and simple sentences independently..

10. Write one's name, labels and captions of familiar things and simple sentences.

11. Hold pencil correctly and use it effectively to form recognizable letters most of which are correctly formed.

F. Cultural aspects of life

Outcome: After completing the activities related to this topic the child will be able to:

1. Observe oneself and identify as part of the social groups like family, school, friends & neighbours.

2. Find out about , and identify, some features of living things, objects and events they observe.

3. Look closely at similarities, differences, patterns and change.

4. Ask questions about why things happen and how things work.

5. Observe, find out about and identify features in the place they live and the natural world.

6. Find out features of environment they like and dislike and talk about those features.

7. Identify ones culture and believes and those of the other communities.

8. Acquire skills to keep healthy, behave well and to live well.

G. Stories

Outcome: After completing the activities related to this topic the child will be able to:

1. Listen with enjoyment and respond to stories and makeup their own stories.

2. Respond in a variety of ways to what they see and hear.

3. Express and communicate ideas, thoughts and feelings by using a wide range of materials, suitable tools, imaginative role play and movements.

4. Extend vocabulary; explore the meaning and sounds of new words.

5. Speak clearly and audibly with confidence and control and show awareness of the listener.

6. Use language to imagine and recreate roles and experiences.

7. Use talk to organize sequence and clarify thinking, ideas, feelings and events.

8. Retell narratives in the correct sequence, drawing on the language patterns of stories.

H. Rhymes & songs

Aims: After completing the activities related to this topic the child will be able to:

1. Extend their vocabulary, exploring their meanings and sounds of new words.

2. Hear and say sounds in the order in which they occur.

3. Sing songs and rhymes with actions, expressions and enjoyment.

4. Listen with enjoyment and respond to songs/ music/ rhymes and poems and recite songs, rhymes and poems in their own way.

5. Reproduce rhythm patterns, vocabulary, pronunciation, imagination, and so many other things.

I. Art & craft

Outcomes: After completing the activities related to this topic the child will be able to:

1. Draw, paint, build or construct with a wide range of objects, selecting appropriate resources

2. Explore color, texture, shape, form and space in two and three dimensions.

3. Use their imagination in art and design.

4. Select the tools and techniques they need to shape, assemble and join materials with which they are working.

3.4.5. How Progress Reports Work in the Montessori Classroom?

Montessori teachers take extra time to personalize each child's progress report. If we are following the child, our progress reports must reflect the individual child's progress. Many parents and teachers alike are unsure of how progress reports actually work in the Montessori learning environment.

a. Types of Progress Reports

Progress reports record and assess each student's academic and social development. There are two basic types of Montessori progress reports:

*   the checklist format
*   narrative-style report

The checklist format is a checklist of important work, skills, and lessons that the child could receive. The curriculum is broken down into specific areas, which are assessed by an evaluative key. These keys vary, but convey the sense that the material has been 1) presented, 2) practiced, and eventually 3) mastered. For the parent, a checklist seems to focus the attention on the key or "grade", rather than on the child's personal qualities and development. These record sheets are important for the Montessori teacher as she is able to record her observations and follow the progress of each child.

The narrative progress report is the most demanding for teachers, but it's the most rewarding for parents as they really gain a true feeling as to what their child is learning. The narrative progress report recognizes that each child is unique and whose development cannot fully be understood or assisted by using a checklist approach. It gives a more detailed description of the child's work and choices of work. For both the parent and child, a narrative report assures them that "My teacher really understands and cares about me/my child."

The narrative progress report also allows the Montessori teacher to address character development, something which is nearly impossible to do with a checklist. The development of independence, initiative, responsibility, confidence, social awareness, cooperation, concentration, helpfulness, and commitment to work is a crucial element of Dr. Montessori's curriculum.

b. The Language of Progress Reports: Keeping it Positive

Begin the report with positive comments. It is important for teachers to reflect upon and remember that each child, no matter how challenging, has good qualities. These qualities need to be brought to the forefront of the progress report. Parents are always happy to know that you think well of their child and it also helps "soften the blow" if there are some difficult situations to be addressed.

The language of progress reports should also model the language we use in our Montessori classrooms. Instead of saying "Don't run!" Montessori teachers say "Please use walking feet." The same is true in progress reports. Instead of saying "Chinnu talks to her friends all the time", we say "Chinnu is very social". Instead of saying "Karun consistently interrupts during lessons", we say "Karun is learning to focus his attention and listen during lessons".

For a new Montessori teacher, this was the most difficult part of writing progress reports. Over time, it becomes second nature, but there are still times when the teacher will ask a fellow Montessori teacher to help her re-phrase a delicate statement. Here are some useful phrases to help the teacher when it comes time to write their own progress reports.

As each progress report becomes part of the student's formal school record,

Wanders from task to task/wastes time	Is learning to occupy his time more constructively
Short attention span	Is becoming more dependable during work periods
Not working to full potential	Has great potential and is working towards achieving it
Doesn't follow directions	Is learning to listen to directions more carefully
Doesn't maintain a clean workspace/ materials	Is learning to take care of her workspace and classroom materials
Clingy/needy	Is continuing to grow in independence
Is easily distracted	Is learning to concentrate on her work
Irresponsible	Is developing his sense of responsibility
Doesn't play fair	Is learning to be more cooperative, careful, and fair

and will be read by parents and future teachers, it is important for the teacher to treat progress reports as important documents. The most effective progress report is thorough and has a friendly feel to it. It discusses the student's progress and personality in a way that only someone who truly knows and understand the student could convey.

3.4.6. Records to be maintained as part of evaluation.

A progress report is to be kept for each child to assess his /her continuous progress during he/ she attends the school. The school can design the format considering all areas of progress and the evaluation periods. There are different methods for marking the assessment details. The above shown areas skills and the work can be included in the report.

Teacher can note down the learning and outcome of the work of each child on every working day using a format like the following. Each child will have a sheet like this. One sheet (both pages) will be sufficient for a month's report.

After one month, this will be kept in the Fortfolio of the student after noting down the relevant information in the 'detailed progress report' which will be given to the parents during the open house programmes.

MONTHLY REPORT: OBSERVATION & ASSESSMENT OF LEARNING

Child: ……………………… Class/ age group: …....…   Admitted on: ……

Date	Work done, learning outcome, observations/ assessment	Assessment Remarks*

Name and signature of the teacher: …...........………......................

* specify whether the child is 'trying', 'progressing' or 'mastered' the target.

Detailed progress report

A detailed progress report consisting of the evaluation of all the areas of development of the child for the whole preschool years will be of great use for the school and the parents. It may contain precisely the list of work done, the date, the objectives/ outcomes of the work done, the level of achievement, remarks of the teacher etc. A sample format is given here:

Objectives / outcomes expected	Activities done	Date presented/ Repeated.	Assessment, level of / achievement	Remarks / sign

This may be a book of around 32 pages. The parents can see the gradual development of the child reflected in the report and discuss with the teacher.

When the child graduates to the elementary section a brief progress card can be given for the reference of the new school/ section. The school can design it.

Practical Activities

- Prepare a time table in a Montessori School
- Prepare the Geometric File.

- Prepare an Evaluation chart of activities of a Montessori school.
- Prepare a model progress report of a child.

Assessment Activities:

- Work Diary
- Collection
- Class test
- Portfolio
- Assignment
- Seminar

TE Questions:

1. Distinguish between Formative and Summative Assessment

2. Among Formative and summative assessment, which one is more relevant in Montessori education? Why? Explain the ways of evaluating a Montessori child

3. Explain the role of observation as a tool of Assessment in Montessori education.

4. Enlist the characteristics of an authentic Montessori experience

5. Prepare a Checklist to ensure the effectiveness of a Montessori activity.

6. Prepare a chart showing the learning outcomes of Sensorial activities.

7. How does the expected learning outcome helps a teacher in planning her lessons for a Montessori class?

8. Do you think progress cards are relevant in Montessori education? Justify your answer

9. Write notes on checklist type and narrative type progress reports

10. "Comments in the Progress report should be positive." Justify

11. Suggest some records to be maintained in each Montessori school as part of evaluation.

Extended activities

- Field Visit
- Teaching Practice
- Craft- skill development
- Role play
- OJT
- Workshop
- Expo

List of Practicals

1.   Prepare an album cum scrap book about Maria Montessori, her life and contributions, Montessori Method, other Educational Methods etc.

2.   Conduct a seminar/ discussion with Slides/video clips etc. on Aims, Philosophy and Principles of Montessori Education

3.   'Face to face with an expert'- discussion on Key concepts of Montessori Education.

4.   Simulate a classroom showing the relationship of the child, with favorable environment and the teacher

5.   Prepare a leaflet showing the differences between Montessori Method and other traditional methods of preschool education.

6.   Prepare a Material File.

7.   Prepare charts to showing the essential apparatus required in a Montessori school.

8.   Draw a plan about the arrangements of apparatus inside the school.

9.   Prepare a few charts about the Montessori ground rules for children

10.   Prepare a time table in a Montessori School

11.   Prepare a Geometric File.

12.   Prepare an Evaluation chart of activities of a Montessori school.

13.   Prepare a model progress report of a child.

14.   Prepare charts showing the different areas of Montessori education

15.   Prepare chart showing the age wise list of Sequential Montessori activities.

16.   Prepare a record book on the practice of the methods doing different activities which come under different areas of Montessori education.

17.   Conduct a Workshop for collecting stories and rhymes

18.   Prepare a set of picture story cards for presenting 6 Stories before the Montessori children (2 each for M1, M2 and M3 age groups).

19. Prepare an anthology book of children's stories and Rhymes.

20. Conduct a seminar on the roles, qualities and self-preparation of a Montessori directress.

21. Plan an observation schedule for the observation of a Montessori class/environmental.

Module: 4

Organization and Management of Crèche/ Preschools/Montessori Schools

Overview

Entrepreneurship is one of the key drivers of our economy. Entrepreneurship is the quality to create a prosperous organization from nothing. It can be viewed as a creative and innovative response to the environment and an ability to recognize, initiate and exploit an economic opportunity. But it doesn't mean that all ventures or entrepreneurial activity will be a success. Some may succeed and others fail. Many entrepreneurs fail due to several barriers and problems.

A successful entrepreneur has the following qualities

- Organizing aptitude: it means the assembly of five 'm's-man, material, money, market and machinery. Bring these in the right mix and run a profitable enterprise.

- Risk taking: it is the essence of entrepreneurship. Always go for calculated risk taking. The outcome of business may be profit or loss.

- Innovation: it means to bring invention into real life situations. New ideas, new products, new organization form, new market etc. are rewarding

- Vision: Visionary is a person who foresees things for the next decade. A vision with action can always create wonders.

Bearing all these in mind the module is designed in such a way to develop confidence in learners to start their innovative projects in the field of child care and education either in the service sector or in the productive sector.

The first unit deals with the managerial aspects of an enterprise and the second unit deals with the importance of human resource management. The third unit progresses to infrastructural requirements and the module ends with the fourth unit on fiscal management (financial management) and budgeting.

The topics dealing in this module will surely benefit the learners who have entrepreneurial aptitude and interest.

Start your own Preschool

- You need a space of your own or at least a space that is leased out for a long duration,irrespective of whether it is a franchise or your own business, a space is a primary requisite. You need to understand the expectation of the minimum area for a new preschool. The location for preschools / day-care / pre-primary schools also matters.

- A sound and quality infrastructure is important. This constitutes classrooms, play area, wash rooms, pantry and office. The space need not be very large but must be adequate and well ventilated. The interior can be simple but has to be convenient for the kids and of good quality. A colourful interior is recommended for preschools. Cleanliness, hygiene and safety are relevant and that goes without saying. The preschool market in India exhibits a lot of variation.

- A complete and clear documentation is expected from every preschool. These could be sanction letters from the bank, approvals and licenses from the authorities or curriculum approvals from the education board. Every single paper should be approved and maintained for records.

- The staff ,whether teaching or non-teaching, needs to be experienced, trained and genuinely interested in spending time with the kids. Disinterested individuals can create problems and negative impact on the tiny minds.

- If travel and snacks are school- provided, the quality and punctual delivery is important for both the things. The food should be checked for quality and provided in time and in adequate quantities. Travel agency should be reliable in all aspects so as to avoid mishaps.

- You need to update yourself with respect to your background. If you do not have academic experience, it is advisable to get some. Similarly, consulting experts from your domain periodically is also a wise decision.

- The framework of fees versus the facilities must be transparent. A schedule for interaction with parents from time to time regarding academics and administration is important.

Unit: 1

Planning and Organization of crèche/preschools and Montessori schools

1. Introduction

Management is the dynamic life giving element in every business. In the absence of management the resources remain resources and never become production or service. It has been rightly said that anything minus management amounts to nothing. A business which has all the resources like men, money, material and machinery cannot satisfy customers unless they are efficiently managed. Thus every business needs repeated stimulus which can only be provided by management. This unit mainly deals with the importance of managing resources for achieving the objectives of the business organization. Steps in management, resources, its types, importance, and features are also being discussed in this unit. It will be helpful for the young business aspirants in the field of child care and education.

2. Learning outcomes

The Learner:

- Explains the meaning, role and steps in the management.

- Classifies resources and enumerates its characteristics

- Develops own plan to manage resources like time, energy and money.

- Explains the role of communication in management.

4.1.1 Management: Role,Importance and steps

Management in businesses and organizations is the function that coordinates the efforts of people to accomplish goals and objectives by using available resources efficiently and effectively.

Objectives

The success of various operations of an organization mainly depends on identification of its objectives. Objectives are identified and laid down by management. They should be in writing and communicated to all the members in the organization.

Role and importance of Management

Essentially, the role of management is to guide the organizations towards goal accomplishment. All organization exist for certain purposes or goals, and managers are responsible for combining and using organizational resources to ensure that their organizations achieve their purposes.

The role of the Management is to move an organization towards its purposes or goals by assigning activities that the organization members perform. If Management ensures that all the activities are designed effectively, the output of each individual worker will contribute to the attainment of the organizational goals.

Management strives to encourage individual activity that will lead to reaching organizational goals and to discourage individual activity that will hinder the accomplishment of the organization's objectives.

There is no idea more important than managing the fulfillment of the organizational goals and objectives. The meaning of the Management is given by its goals and objectives. All managers must have a single minded focus on the fulfillment of the organizational goals.

Steps in Management

Management process is a systematic way of doing things. We refer to management as a process to emphasize that all managers, irrespective of their aptitude or skill, engage in some inter-related functions in order to achieve their desired goals. Different steps in the Management process are:-

1. Planning and decision making
2. Organizing
3. Leading
4. Controlling

1. Planning and Decision Making: Determining Courses of Action

Planning (also called forethought) is the process of thinking about and organizing the activities required to achieve a desired goal. It involves the creation and maintenance of a plan. Planning means setting an organization's goal and deciding how best to achieve them. Planning is decision making, regarding the goals and setting the future course of action from a set of alternatives to reach them. Planing helps to maintain the managerial effectiveness as it works as a guide to the personnels for the future activities. Selecting goals as well as the paths to achieve them, is what planning involves.

Planning involves selecting missions and objectives and the actions to achieve them. It requires decision-making or choosing future courses of action from among alternatives. In short, planning means determining what the organization's position and situation should be at some time in the future and deciding how best to bring about that situation. Planning helps maintain managerial effectiveness by guiding future activities.

For a manager, planning and decision-making require an ability to foresee, to visualize, and to look ahead purposefully.

2. Organizing: Coordinating Activities and Resources

Organizing is the function of management that involves developing an organizational structure and allocating human resources to ensure the accomplishment of objectives. The structure of the organization is the framework within which effort is coordinated. Organizing can be defined as the process by which the established plans are moved closer to realization. Once a manager set goals and develops plans, his next managerial function is organizing human and other resources that are identified as necessary by the plan to reach the goal.

Organizing involves determining how activities and resources are to be assembled and co-ordinated. Organization can also be defined as an intentionally formalized structure of positions or roles for people to fill in an organization.

It is intentional in the sense of making sure that all the tasks necessary to accomplish goals are assigned to people who can do them best. The purpose of an organization structure is to create an environment for best human performance.

Staffing is related to organizing and it involves filling and keeping filled, the positions in the organization structure. This can be done by determining the positions to be filled, identifying the requirement of manpower, filling the vacancies and training employees so that the assigned tasks are accomplished effectively and efficiently.

Staffing ensures the placement of the right person at the right position. Basically organizing is deciding where decisions will be made, who will do what jobs and tasks, who will work for whom, and how resources will assemble.

3. Leading: Managing and Motivating People

Leading is another basic function within the management process "Leading is the use of influence to motivate employees to achieve organizational goals" .Managers must be able to make employees want to participate in achieving an organization's goals. Three components make up the leading function:

- Motivating employees
- Influencing employees
- Forming effective groups.

In other words, the skill of influencing people for a particular purpose or reason is called leading. Leading is considered to be the most important and challenging of all managerial activities. Leading is influencing or prompting the member of the organization to work together in the interest of the organization.Creating a positive attitude towards the work and goals among the members of the organization is called leading.

Leading involves a number of different processes and activates. The functions of direction, motivation, communication, and coordination are considered a part of leading process or system.

Coordinating is also essential in leading.

Motivating is an essential quality for leading. Motivating is the management process of influencing people's behaviour based on the knowledge of what cause and channel sustain human behaviour in a particular committed direction. Efficient managers need to be effective leaders.

4. Controlling: Monitoring and Evaluating activities

Controlling is the last but not the least important function of management process. It is rightly said, "planning without controlling is useless". The final phase of the management process is controlling. Controlling means monitoring employees' activities, determining whether the organization is on target toward its goals, and making correction if necessary.

Controlling is an ongoing process. An effective control function determines whether the organization is on target toward its goals and makes corrections as necessary. All these managerial functions are necessary and are related and interrelated to each other.

Controlling is measuring, comparing, finding deviation and correcting the organizational activities which are performed for achieving the goals or objectives.Controlling consist of activities, like; measuring the performance, comparing with the existing standard and finding the deviations, and correcting the deviations.

Control activities generally relate to the measurement of achievement or results of actions which were taken to attain the goal. Some means of controlling, like the budget for expenses, inspection records, and the record of labor hours lost, are generally familiar. Each measure also shows whether plans are working out.

If deviations persist, correction is indicated. Whenever results are found to differ from planned action, persons responsible are to be identified and necessary actions are to be taken to improve performance. Thus outcomes are controlled by controlling what people do.

4.1.2 Resources-Meaning, classification and characteristics

A resource is anything that is used to satisfy human needs. Typically resources are materials, energy, services, staff, knowledge, or other assets that are transformed to produce benefit and in the process may be consumed or made unavailable. Benefits of resource utilization may include increased wealth, meeting needs or wants, proper functioning of a system, or enhanced well being. From a human perspective, a natural resource is anything obtained from the environment to satisfy human needs and wants. Resources can be classified into human and non human resources.

1. Human Resources:

Human resources are less tangible resources which originate internally and they constitute the personal characteristics or attributes. Some resources are more tangible than the others. They are used for productive purposes. Human resources play a vital role in creating a satisfied and a successful individual. The potential of human resource is often not realized and they tend to be overlooked. Some of the important human resources are Knowledge, Abilities, Skills, Interest, Attitude, Energy etc. we can easily assimilate the idea of human resources and its effective utilization through house hold examples which would make the concept clear.

Knowledge

Knowledge is a human resource which can constantly be built up and utilized in every sphere of activities. The home maker's knowledge goes a long way in determining the success of managing a home. A home maker can use this human resource in meal planning for the family to meet the quantitative and qualitative standards of the nutritional requirement. Her knowledge about latest techniques of achieving goals with least expenditure of money, time and energy, help her to achieve her goals.

Knowledge is a resource when it is used by the homemaker for selection and buying appropriate food at suitable times of the year, an understanding of the use of time and energy saving equipments, pruchase of goods, commodities, furnitures and furnishing from the proper places and brands.

The home maker should have knowledge of repairing minor electrical, learning how taxes are to be paid, how to get maximum interest from saving, running her home economically with new techniques, giving admission to her children, knowledge about handling and repairing household equipment which will enhance their value and use etc. Knowledge as a human resource can help the homemaker to manage her home properly.

Abilities and Skills

Abilities and skills are important human resources by which the family can achieve the goals. Abilities and skills of the homemaker and the other members of the family can range over wide areas from cooking, knitting, sewing and other domestic activities. Some skills can either be inherited or learned by practice.

New skills can be learnt or old skills may be improved to achieve family goals in relation to self development and effective use of leisure time. Skill of sewing and embroidering can not only give one a sense of satisfaction of indulging in something creative but also help to save something in terms of money and time by making dresses for the members of the family. Thus the tailoring bills can be cut short, e.g. Housewife may use her tailoring skills for making inexpensive curtains or dresses for her family.

The skill and abilities of repairing electricity, leaky taps, doing minor carpentry and painting work by the homemaker or any member of the family can become the genuine resources by which the family can achieve the goals. Gardening skill is a fruitful use of leisure time and the space available. Fresh vegetables and fruits are also available to the family from this. The housewife can learn new ways of cooking or preserving food thereby improving the quality of food, she gives to her family.

Interest

Interest is also a human resource. Members of the family possess different types of interest. For e.g. the daughter may be interested in cooking and sewing while the father or the son may be interested in gardening or painting. All these interests of the family should be developed and made use of for the benefit of the family which is an important human resource. Interest in interior decoration is a wonderful resource which enables to decorate the house with minimum expenditure.

Attitudes

Attitudes are the opinions and feelings which can stimulate or retard a particular action. Positive attitude helps one to fulfill the aim of life. The men/women with positive attitude become successful in every field while negative attitude prevents one from reaching their goal. So the negative attitude of the members of the family must be changed by different ways.

Energy

Energy is an important human resource. This is defined as the ability to do the work. All activities like personal works as standing, sitting walking, climbing stairs and other household activities such as dusting, cleaning, washing, and cooking and repair works require human energy. When energy of different members of the family is wisely utilized for household activities to achieve the family goals, they are considered as the resource of that family.

Time

Eventhough we may feel that time is a non-human resource, it is now considered as a human resource. Time is such a resource which is available in equal amount to each and every member of the family. Every individual has twenty four hours a day to complete his job. For the proper utilization of time, basic awareness along with practice is necessary. Time is the most easily perishable of all the resources.Time and energy are closely related to each other. Using the right amount of energy and vigor to complete a task, saves time and energy for other activities in the home. One must always be conscious of time available and time needed to carry out various activities. Time is a useful resource not only for occupational activities but also for rest and leisure. Planning the wise use of time enables the homemaker to achieve more by reducing tension and worries.

2. Non-human Resources:

Non-Human Resources are time, money, properties, goods, services and community facilities. These are also known as material resources. These are easily identified and are essential for the achievement of most of the family goals. Material resources include everything possessed by the family and by the community to which the family belongs.

Money

Money is the most important resource of each and every family. It has the purchasing power. It can be exchanged for goods and services. As money is not available equally to all families and is limited, the home makers must carefully manage it to achieve goals of the families.

Properties

Material resources of the family include immovable property like houses, shops, land etc. and movable property like money, jewellery, cars, motorbikes equipment, furniture's and furnishings. These are the assets of the families by the use of which a family can achieve the goals.

Goods and Services

Material goods may be durable and long lasting like air-conditioners, cars, television sets, other furniture's or they may be consumable items like food, clothing, cosmetics etc. These goods are generally acquired by the family by the use of money. The quantity of goods and commodities in a family is limited by the availability of money, which is an important non human resource.

All these goods and commodities must be utilized properly to become a resource. Services of all the members of the family are the resource of a particular family. Services are utilized for doing different household activities. For e.g. instead of keeping a servant if the family members are doing the household work by themselves the services are considered as resources.

Community Facilities

The most important resources of the community which the family makes use of are hospitals, public libraries, schools, collages, co-operative stores, markets, parks, water and electricity supply, playgrounds etc. Utilization of these resources often helps to provide a family with services and goods at a reasonable cost.

Some resources can be considered as being both human and non human resources, e.g. time and energy. If these resources are utilized by the homemaker herself they are considered as human resource. For doing household activities the housewife can utilize her own energy and time.

In other cases, if the housewife employs a maid servant for doing household activities the energy and time of others are utilized in exchange of money. This becomes the non human resources because here labour is hired or exchanged for money. Now-a-days human energy is substituted by other types of energy like electricity, gas etc.

Energy of the housewife is also being saved by the advancement of common community services such as tap water supplied in the house by the water supply system of the town, where the family is living. In the absence of water supply system, the house wife had to fetch water from a well to be used by her family. This has resulted in lot of conservation of energy of the housewife by community facilities.

As all the resources are limited they should be properly managed and utilized. The success of management process depends upon the recognition, allocation and use of resources. In order to do this, one should have the basic knowledge of classification and characteristics of resources. Family goals guide the use of family resources.

While making use of the limited family resources the important goal of the well being of the whole family should be kept in view. Interests of all the members should be taken into consideration. By doing this the family will enjoy happiness

and satisfaction as there will be proper balance between the needs of the family and the family resources.

Characteristics of resources

Characteristics of Resources

Resources,human as well as non-human, possess certain characteristics which are as follows:

1.USEFULNESS:- Usefulness is one of the most important characteristics of all the resources .All resources are useful. E.g. Money is a non-human resource or material Resource which has been used in fulfilling each and every want or need of the family .It is a medium of exchange Money and certain collateral fringe benefits now widely granted to wage earners and people on salary. In a predominantly exchange economy, money is a pivotal resource because it is exchanged for communities, services and mechanical power used by every family or individual.

Human resources like skill, knowledge etc. are very important .Many times we are not aware of these resources. One can easily underestimate or not be aware of these significant resources. Goods durable and perishable property and other investments owned make up a large part of the non-human resources and play an important role in the management process .Community facilities such as parks, roads, schools, certain kinds of transportation, libraries and many other services such as police protection, markets, medical and health facilities, free musical concerts and other entertainment are also very important and useful.

2. LIMITEDNESS:-Resources are limited. Time has the unique characteristic of being the one resource constant in amount for all. Its limited supply , stems from the wide variation from person to person and from family to family in activity patterns carried on in a given period. Limitedness of resource is of two types, namely, Qualitative and Quantitative. Human Resources are qualitatively limited where as Non-human resources are quantitativelylimited.

Different resources vary in their limitations and in accuracy with which these differences can be measured .Time is the most completely limited resource, qualitatively speaking, since no day can contain more than 24 hours, nor can any of these hours be 'saved'. Limit is same for everyone, although the demands upon it differ among individuals.

Energy too, is a limited resource, differing from time in that the amount of

energy available varies greatly from person to person. After doing any type of physical or mental work we feel exhausted or tired. After continuing the same work with some rest period we feel energetic to complete that particular work, in a given period of time. While performing any task, various kinds of efforts are used e.g. mental, visual, manual, pedal, torsal effort etc.

Non human resources are limited. Money is one of the limited resources and is difficult to manage things without money. Material goods - food grains, vegetables, other things which we consume are costly and that is the reason why we use it carefully.

3. All resources are inter-related.

Inter-relatedness of resources is one of the important characteristics of resources. Human as well as non human resources are inter-related. The use of one resource depends on the use of another resource. It is difficult to attain your goal in absence of one, two or a combination of resources. E.g. if you wish to attend an embroidery class, the things you require are combination of resources i.e. money for tuition, material, extra time and energy, skill in embroidery, knowledge of color combination, and different types of stitches etc and an interest in embroidery, Thus it can be very well said that there is inter-relationship among all resources. Decisions in family living deal not only with the use of individual resources but with their inter-relationships. In management, the total picture of resources is no doubt more important than the use of any specific one. It is the sum total of resources available for reaching a particular goal.

4. Managerial process applicable to all resources.

Resources are used to achieve goals by applying to them the managerial process. Managerial process involves three steps :planning, controlling-implementation, and evaluation-evaluative feedback .This process is applicable to human resources like time, energy, and non-human resources such as money, material goods etc.

5. Quality of life is determined by the use of resources

Probably the most important similarity in the use of all resources is that the entire fabric of life is determined by them, whether or not one is conscious of this overall result. Certainly if a person is to be judged by others on the basis of his management of resources, their use should be carefully and thoughtfully determined.

The distribution of resources determines the degree to which a family is actually striving towards a particular goal. It is easy to illustrate the use of resources in achieving certain goals such as maintaining a comfortable home, having a well-fed family or being suitably clothed for a variety of situations. Time, money, energy and knowledge are necessary to fulfill these goals. An individual may verbally claim that the attainment of a particular goal is important to him, but only by the allocation of necessary economic resources to that goal can he prove his sincerity. Their use of resources determines the kind of life they have for no goal can be achieved without the employment of resources.

Importance of managing the resources

1. **Helps in Achieving Group Goals -** It arranges the factors of production, assembles and organizes the resources, integrates the resources in effective manner to achieve goals. It directs group efforts towards achievement of pre-determined goals. By defining objective of organization clearly there would be no wastage of time, money and effort. Management converts disorganized resources of men, machines, money etc. into useful enterprise. These resources are coordinated, directed and controlled in such a manner that the enterprise work towards the attainment of goals.

2. **Optimum Utilization of Resources -** Management utilizes all the physical & human resources productively. This leads to efficacy in management. Management provides maximum utilization of scarce resources by selecting its best possible alternate use in industry from out of various uses. It makes use of experts, professional and these services leads to the use of their skills, knowledge, and proper utilization and avoids wastage. If employees and machines are producing its maximum there is no under employment of any resources.

3. **Reduces Costs -** It gets maximum results through minimum input by proper planning and by using minimum input & getting maximum output. Management uses physical, human and financial resources in such a manner which results in the best combination. This helps in cost reduction.

4. **Establishes Sound Organization -** No overlapping of efforts (smooth and coordinated functions). To establish sound organizational structure is one of the objective of management which is in tune with the objective of organization and for fulfilment of this, it establishes effective authority & responsibility in relationship i.e. who is accountable to whom, who can

give instructions to whom, who are superiors & who are subordinates. Management fills up various positions with right persons, having right skills, training and qualification. All jobs should be cleared to everyone.

5. **Establishes Equilibrium -** It enables the organization to survive in changing environment. It keeps in touch with the changing environment. With the change in external environment, the initial co-ordination of organization must be changed. So it adapts organization to changing demand of market / changing needs of societies. It is responsible for growth and survival of organization.

6. **Essentials for Prosperity of Society -** Efficient management leads to better economical production which helps in turn to increase the welfare of people. Good management makes a difficult task easier by avoiding wastage of scarce resource. It improves standard of living. It increases the profit which is beneficial to business and society will get maximum output at minimum cost by creating employment opportunities which generate income in hands. Organization comes with new products and researches beneficial for society.

4.1.3 Ways of managing the resources like time and energy
Time Management

1. **Listing all the activities:** List activities that you have to perform on a particular day. These can be eating, sleeping, going to school, school time and complete homework, playing going for shopping with your mother, helping your father in cleaning the surroundings of the house; dusting in the house; going for music or dance classes, etc.

2. **Grouping flexible and inflexible activities:** Separate the activities into two types. Those which are flexible like going to market for shopping. The timing and day for shopping can be changed as the situation demands and can be delayed to the next day. The other set of activities are those which are inflexible, like going to school, music or dance classes. The time for performing these activities is fixed and cannot be delayed or changed.

3. **Estimating time required for performing each activity:** In the list that you have prepared in the step-1, allot time required for performing each activity. Going to school may take between 7 -10 minutes or 1 hour. School time may be 5-6 hours. Fill in all other works which can be done within a short time in between all the other activities with fixed activities.

4. **Balancing:** This is the most difficult task. On one hand you have the total time of the day available with you and on the other hand are the activities you have to do. After allotting time to each of the activities, you might find that the total time required to do all the work is more than 24 hours. However, you only have 24 hours to complete the task. Balancing is the adjustment of time for each of the activities. Reducing time from some activities can help in balancing the total time needed with the total time available. This is a step towards adjustment where listing of flexible and inflexible activities can help you. Also start with things that take long to complete so that these are ready when you are ready.

In this way every activity in a business enterprise should be analysed and find better ways to manage time , which is an important human resource.

Human energy management

For saving energy one must be able to differentiate between the different types of activities which require different amount of energy. We cannot escape performing heavy activities. Since everybody needs to perform all kinds of activities, we must learn ways to save energy. Through some of the simple household examples we can analyze the ways of saving energy.

i. **Break the task into smaller activities:** Completing one task involves a number of tasks e.g. washing of clothes involves different smaller activities like separating different types of clothes, cotton-colored, white etc., dipping clothes in soap/detergent solution for some time; rubbing of soiled areas etc. It also involves taking out soap then these are to be squeezed and put out or hung for drying.

ii. **Cut all extra movements and combine activities:** Sometimes we see that some people do more of running around and do less work. For example some guests arrive at home and you have to serve them water. You keep going to the kitchen and bring one glass of water at a time. Don't you think that a better option is to bring all the glasses in a tray and serve all the guests? It also helps us to save energy. In case you need to hang the clothes for drying on the roof and you have to sweep the roof as well, going to the roof once will save the energy of climbing the stairs twice.

iii. **Perform activities in a better order:** Perform the activities in a proper order. Some tasks are to be performed before some other activities and some after them. For example, if the dusting is done before the sweeping

of the floor, the dust will again settle on the furniture. Dusting will have to be done again. In the example given above regarding hanging clothes and sweeping the roof top, the correct sequence will be to sweep the roof-top first and hang the clothes later.

IV. Dovetailing : Dove tailing is doing one or more activity at a time. It will reduce both time and energy for doing a job.

4.1.4 Role of communication in management

We can say that "effective communication is a building block of successful organizations". In other words, communication acts as organizational blood.

The importance of communication in an organization can be summarized as follows:

1. Communication promotes motivation by informing and clarifying the employees about the task to be done, the manner in which they are to perform the task, and how to improve their performance if it is not up to the mark.

2. Communication is a source of information to the organizational members for decision-making process as it helps identify and assess alternative course of actions.

3. Communication also plays a crucial role in altering individual's attitudes, i.e., a well informed individual will have better attitude than a less-informed individual. Organizational magazines, journals, meetings and various other forms of oral and written communication help in moulding employee's attitudes.

4. Communication also helps in socializing. In today's life only the presence of another individual fosters communication. It is also said that one cannot survive without communication.

5. As discussed earlier, communication also assists in controlling process. It helps controlling organizational member's behaviour in various ways. There are various levels of hierarchy and certain principles and guidelines that employees must follow in an organization. They must comply with organizational policies, perform their job role efficiently and communicate any work problem and grievance to their superiors. Thus, communication helps in the controlling function of management.

Practical Activities :-

1. Prepare a flow chart showing the steps in management

2. Prepare flash cards showing the different types of resources.

3. Role play for emphasizing the right way of communication.

Assessment Activities:

- Work Diary

- Collection

- Class test

- Portfolio

- Assignment

- Seminar

TE Questions:

1. Explain the importance of management in a business enterprise.

2. Draw a flow chart showing the steps in management?

3. Define resources.

4 Classify resources

5. Enlist the characteristics of resources

6. Why is it become important to conserve and manage resources

7. Explain the importance of communication in an organization.

8. Communication promotes motivation. Justify.

9. Explain the interrelationship between the resources, time and energy.

10. Explain the importance of managing the resources, time and energy.

11. List out and explain in brief the steps in time management.

12. Explain the steps in energy management.

13. Explain the role of dovetailing in energy management.

Unit: 2
Human Resource Management

1. Introduction

The main purpose of human resource management is to accomplish the organizational goals. Human resource management provides favorable environment for employees so that people working in an organization can work creatively. This ultimately helps them to develop their creativeknowledge, ability and skill. To develop personality of employees, human resource management organizes training and development campaigns which provide an opportunity for employees to enhance their caliber to work. Another importance of human resource management is to provide a respectful environment for each employee. Above all human resource management bridges the gap between individual goal and organizational goal-thereby resulting into a good harmony.

This unit emphasizes the importance of human resource management, delegation of authority, training and empowerment etc.

2. Learning outcomes

The Learner:

- Enumerates the importance of Human Resource Management

- Explains Human Resource recruitment and selection

- Describes the importance of Delegation of authority and responsibility

- Enlists the need of Training and empowerment

- Explains the role of Workers participation in organizational success

- Identifies the Methods of resolving conflicts

- Explains the Role of vision and mission

4.2.1 Human Resource Management-Importance

Human Resource Management is the process of recruitment, selection of employee, providing proper orientation and introduction, providing proper training and the developing skills, assessment of employee (performance of appraisal), providing proper compensation and benefits, motivating, maintaining proper relations with labour and with trade unions, maintaining employee's safety, welfare and health by complying with labour laws of the state.

Importance of Human Resource Management

An organization cannot build a good team of working professionals without good Human Resources. The key functions of the Human Resources Management (HRM) team include recruiting people, training them, performance appraisals, motivating employees as well as workplace communication, workplace safety, and much more.

4.2.2 Human Resource-Recruitment and Selection

This is one of the major responsibilities of the human resource team. The HR managers come up with plans and strategies for hiring the right kind of people. For a preschool, the staff whether teaching or non teaching, needs to be experienced, trained and genuinely interested in spending time with the kids. Disinterested individuals can create problems and negative impact on the tiny minds.

Performance Appraisals

HRM encourages the people working in an organization, to work according to their potential and gives them suggestions that can help them to bring about improvement in it. The team communicates with the staff individually from time to time and provides all the necessary information regarding their performances and also defines their respective roles. This is beneficial as it enables them to form an outline of their anticipated goals in much clearer terms and thereby, helps them execute the goals with best possible efforts. Performance appraisals, when taken on a regular basis, motivate the employees.

Maintaining good Work Atmosphere

This is a vital aspect of HRM because the performance of an individual in an organization is largely driven by the work atmosphere or work culture that prevails at the workplace. A good working condition is one of the benefits that the employees can expect from an efficient human resource team. A safe, clean and healthy environment can bring out the best in an employee. A friendly atmosphere gives the staff member's job satisfaction as well.

Managing Disputes

In an organization, there are several issues on which disputes may arise between the employees and the employers. You can say conflicts are almost inevitable. In such a scenario, it is the human resource department which acts as a consultant and mediator to sort out those issues in an effective manner. They first hear the

grievances of the employees. Then they come up with suitable solutions to sort them out. In other words, they take timely action and prevent things from going out of hands.

Developing Public Relations

The responsibility of establishing good public relations lies with the HRM to a great extent. They organize business meetings, seminars and various official gatherings on behalf of the company in order to build up relationships with other business sectors. Sometimes, the HR department plays an active role in preparing the business and marketing plans for the organization too.

Any organization, without a proper setup for HRM is bound to suffer from serious problems while managing its regular activities. For this reason, today, companies must put a lot of effort and energy into setting up a strong and effective HRM.

4.2.3 Delegation of authority and responsibility

All activities cannotbe performed by one person. Authority should be provided to the subordinates too. Process of transferring authority and creation of responsibility between superior and subordinates to accomplish a certain task is called delegation of authority. It can take place without decentralization. It is a technique of management used to get things done through others. It is confined to the manager and the subordinates. Authority is only delegated, not responsibilities. It is an art of management science. When authority is not given to subordinates there is no performance. Delegation is the process of sharing power and work (deliver the power from one to another).

4.2.4 Training and empowerment

Workers participation in organizational success can be ensured through training and empowerment. Participative management and empowerment are two more important methods managers can use to enhance employee motivation. In a sense, participation and empowerment are extensions of the job design, because each fundamentally alters how employees in an organization perform their jobs. Participation occurs when employees have a voice in decisions about their own work. Empowerment is the process of enabling workers to set their own work goals, makes decisions, and solves problems within their spheres of responsibility and authority. Outcomes of training and empowerment are:-

Mutual understanding

Higher Productivity

Industrial harmony

Industrial democracy

Less resistance to change

Creativity and innovation

4.2.5 Method of resolving conflicts

Conflict, or more specifically, interpersonal conflict, is a fact of life, and particularly of organisational life. It often emerges more when people are stressed, for example, when there are changes on the horizon, or when everyone is under pressure because of a looming deadline. However, conflict can also arise in relationships and situations outside work.

Resolving conflicts

Mediation

Sometimes, two individuals in a conflict simply can't work it out together without the aid of a third party. If your workers' conflict has escalated to the point where outside intervention is necessary, set up a mediation session. Train a staff member in the art of mediation. Allow this staff to sit down with the disputing individuals and assist them in working through their problems in a productive manner.

Compromise

Ask each person to give a little and take a little by arranging a compromise between the two. Ask both the members to come to your offer and talk the problem through with them, presenting potential compromises and allowing them to mull these options over. By arranging a compromise instead of just selecting one member's interests over the other, you can reduce the likelihood that one staff member feeling slighted when the conflict was resolved.

Learners can brain storm and suggest other methods to resolve conflicts and discuss it in the classroom

4.2.6 Role of vision and Mission

The mission and vision of an organization is its lifeline to sustainability. They establish its purpose of being today and aspiration of tomorrow. A clear mission

offers organizations a pragmatic lens for every day decision-making. . A clear vision outlines the organization's ambition for the future. Mission and vision offer distinct perspectives, but they're interrelated in a sense that they both drive an organization to express a singular purpose.

Practical Activities:-

- Prepare a chart showing the classification of resources.
- Prepare a chart showing the delegation of authority in an institution.
- Role play on methods of resolving conflicts.

Assessment Activities:

- Work Diary
- Collection
- Class test
- Portfolio
- Assignment
- Seminar

Sample TE Questions

1. Define human resource management
2. Explain the importance of human resource management.
3. Define delegation of authority.
4. Explain the importance of delegation of authority for ease in management.
5. Explain the role of training and empowerment in organizational success.
6. Enlist the expected outcomes of training and empowerment.
7. Enlist the methods of resolving conflicts
8. Distinguish the difference between mediation and compromise.
9. Explain the role of vision and mission in an enterprise.

Unit 3

Infrastructural requirementsfor Crèche/ Preschools/ Montessori schools.

1. Introduction

The unit of the course addresses infrastructural requirements for crèche/pre schools/Montessori school. Knowledge about such things will help you to know how much money should be raised at each stage; when should it be raised; what is a reasonable valuation component of infrastructure.

2. Learning outcomes

The Learner:

- Identifies the importance of infrastructural components like Land, Building etc.

- Explains the importance of good Environment, Sanitary facilities, Drainage and Drinking water facility for a preschool.

- Lists out the Furniture, Play equipments and Additional facilities needed for crèche and Montessori schools

4.3.1 Land

The selection of a site, whether it is undeveloped land or a site with an existing building, must be appropriate to the requirements

Factors to consider include

1. Appropriateness of location for child care:

- Proximity to other service providers

- Proximity to required services

- Adequacy of existing public transportation;

- Environmental impact such as solar exposure to most rooms and playground, wind etc.;

- Neighborhood

- Economic feasibility

- Suitability for construction, i.e. soil conditions, access and drainage, environmental issues. Existing services, i.e. hydro, water, sewers, gas,

telephone, etc. Municipal services such as snow removal, fire and garbage collection are investigated.

- Size is adequate to meet program requirements, including outdoor space, parkingSuitability for playground i.e. grade considerations that may affect play value of site.

4.3.2 Building

The site for school building should be at an elevated level and should be well drained and in clean and healthy surroundings. The site and building depend on the number of children and type of early childhood education centre. The building shall be put up as per plan and specification approved by the Education Department. This shall contain at least four rooms, Two activity rooms (20'*18' each), one common room (30'*18') and a kitchen. Age (3+ and 4+) for a unit of 30 to 35 children including storage space, toilet and veranda.

Rooms should be ventilated and have adequate light. Wall and Floors should be well plastered .Wall should be aesthetically painted, the roof should be heat, dust and rain protective. The activity rooms should have a black board at a low level for scribbling and drawing by children.

The free place in the ECCE centre should kept clean and lay with clean sand and it should have adequate shade trees and flowering plants.

4.3.3 Environment and Pollution

Environmental Factors

- Condensation and mould have become a major issue in buildings. Ventilation, good air circulation and exhaust, as well as, employing good building practice is critical.

- It is important to ensure that decayed or wet ceiling tile, plaster or gypsum board is replaced and that the cause of the problem is remedied.

- Paints, sealant and adhesives with low VOC should only be used.

Pollution

Air, water, and sunlight are considered nature's free gift to man and uncontaminated they are very much essential for health promotion. Preschools should be away from the poisonous exhaust from factories, automobiles, power plants, aeroplanes and agricultural chemicals etc. The common health problems associated with pollution are headache, dizziness, extremefatigue, disabilityto

hear, bronchitis, asthma, lung cancer, and many of other disorders.

4.3.4 Drinking water, drainage and other Sanitary facilities

Drinking water

Safe and adequate water supply is very essential for health both of the individual and the community. Drinking unclean water spreads several diseases of the gut and the digestive tract. Arrangements to be made for the supply of good drinking water to the children and suitable facilities are to be provided to enable them to take refreshments, lunch, and the like

Some guidelines for the use of clean water

1. Ideally all water that does not come from a pure water system should be boiled before drinking.This is essential for small children.

2. Water from holes or rivers, even when it looks clean may spread disease if it is not boiled before use.

3. Keep boiled water in covered mud pots

4. The well should be protected from dirt and contaminants.

5. We should not put our fingers or hand in the glass of water from which we drink water.

6. Infected clothes should not be washed near the well.

Drainage

• Provide concrete curbs, logs, or timbers around sand areas to seal in water and impede drainage. Avoid locating sandboxes below ground level as this creates the potential for a child to fall in.

• Avoid crossing play areas with drainage swales which might cause children to fall

• Provide a drainage system so that the playground is not greatly affected by wet weather. Drainage is important in sand play areas as well as the ground under the swings and slides as these areas tend to become the lowest points.

• Recommeded surface slopes for drainage are : 0 to 2 percentage slope for resilient surface provided with under drainage.

Sanitary facilities

Sanitary arrangements at the school must be adequate and must be kept in good order .Proper sanitary conditions in the school building, classrooms, toilets, workshops, playground, kitchen, farm, garden etc.should are maintained. The cleanliness of the school premises has a great bearing on sanitary conditions. Kitchen utensils should be properly washed and cleaned. Proper toilet habit should be encouraged. Floor should be washed from time to time. Spiting on the floor should be discouraged. Children should be advised to use dustbin.

4.3.5 Furniture

Furniture shall be movable, durable, strong, comfortable, child specific, stackable, easy to clean and without sharp and dangerous edges.

List of pieces of furniture required for a preschool

- Small chairs
- Low tables
- Mats and Pillows
- Mat racks
- Umbrella racks
- Shelf for keeping dolls and other beautiful things
- Furniture for dining and utensils and other materials in the kitchen.
- Table, chairs, almirah.etc for the use of office and teachers.
- Picture books ,Small story books, Old Pictures ,Magazines etc for books corner
- Beautiful pictures and other decoration materials to make the school beautiful and attractive.
- Aquarium.

4.3.6 Play equipments

Preschoolers need open spaces to run, jump and climb. This activity not only provides opportunities for children to play cooperatively with friends but also helps them settle down later for quiet activities. Finding an appropriate open space can be a challenge for preschool teachers and is often solved by designing an outdoor play yard. Play structures and playground equipment are wonderful

additions to outdoor spaces and a fun way for kids to build up their skills and coordination. The size, height and complexity of structures are designed for specific age groups. Parents of preschoolers need to be sure that play structures are appropriate for their children, especially if they are located on the same grounds as elementary schools.

List of Equipment needed in a preschool

Out-door

1. Swing
2. Slide
3. See-saw and other rocking toys
4. Tricycles
5. Rope Ladder
6. There should be jungle Jim or climbing toys in the vicinity of the school, and small Trees for children to climb and play facilities for water and sand play should be provided.

Indoor

1. Building blocks and other wooden blocks with different shapes sizes and colours
2. Colored beads
3. Dolls and puppets
4. Animal and birds sets
5. Indigenous, inexpensive, waste and nature materials.

Drawing and Hand work

1. Small black boards
2. Colour chalks
3. Colour powder
4. Clay, dough or plasticine
5. Blunt scissors
6. Old newspapers

7. Water colour and brushes

8. Mirror

9. Combs(each child should have a separate one)

10. Towels(each child should have a separate one)

Equipment that teacher can make

1. Wall friezes
2. Pictures
3. Graded boxes
4. Picture series
5. Cotton dolls and other improvised dolls
6. Puppets of various types and puppet theatre
7. Design Box
8. Form-Board and other pre educational toys.

4.3.7 Additional facilities needed for crèche

A crèche, daycare or nursery is a childcare centre where babies, toddlers, and young children are cared for in a safe and stimulating surrounding.

Crèches mostly cater to the children of parents with full-time jobs,with the increase in the number of nuclear families.It is being used by many parents.

A crèche should fulfill all the needs of small children like

• Feeding the child according to his/her needs

• Keeping the child clean

• Providing facilities for rest and sleep.

• Availability of toys to play with

• Providing the facility of exercise.

• Clean and safe environment

• Medical and first aid facilities

Feeding of children

Very small children are fed by staff of the crèche. All possible care should be taken to observe the rules of hygiene while feeding the children. The milk/food

should be fed to the child at appropriate time and temperature. Older children should be made to wash their hands before and after the meal timings. They should be made to sit and eat in company.

Keeping the child clean

Crèches will have a certain number of children who are not yet toilet trained. Hence special care is taken to keep these children clean and dry. Older children should be encouraged to use toilets to relieve themselves. They should learn to keep toilets clean and wash their hands with soap and water.

Providing the child with rest and sleeping facilities.

Little children need to sleep and rest a while in a comfortable bed. The crèche should provide the individual cribs for small babies.

Older children can make use of floor mats to sleep on. Little children enjoy having their own small pillow and stuffed toys to sleep with.

Toys for playing

Help the children socialize in a happy atmosphere. There could be toys to suit the children of different ages.

Some useful appliances that help the child to exercise and explore his/her environment.

Medical and first aid facilities

It should be available in each crèche. Wherever needed, skilled nursing staff could help in emergencies. Availability of a doctor, once in a month is an added health promotional requirement of a good crèche. A first aid kit should be available at each crèche.

Training of crèche staff must be ensured. It will facilitate giving the best care to children. Trained and healthy staff is the strength of every efficient crèche.

Practical:-

1. Preparation of a rough building plan for a crèche.

2. Preparation of a chart showing the list of furniture and play equipments for a preschool.

3. Prepare a questionnaire to elicit information regarding the drainage, drinking water and sanitary facilities in nearby 10 pre schools/anganwadis/ child care centers

Assessment Activities:

- Work Diary
- Collection
- Class test
- Portfolio
- Assignment
- Seminar

TE Questions:

1. What are the factors to be considered while selecting land for a preschool?

2. Explain the Importance of adequacy of land for meeting the objectives of preschool.

3. Find out the size and measurements required for a preschool as per the government norms.

4. Prepare a rough building plan for a preschool.

5. Preschools should be away from all types of pollutants. Justify.

6. List out the environmental factors that may adversely affect the running of a preschool.

7. Prepare a sample questionnaire to elicit information about the drinking water, drainage and sanitary facilities in the surrounding pre schools

8. List out the factors to be observed in supplying safe drinking water in pre schools

9. List out the points to remember while selecting furniture for a pre school

10. Prepare a list of furniture needed for a preschool of 20 students.

11. Enumerate the factors to be considered while selecting play equipments for a preschool.

12. List out some of the play equipments for a preschool.

13. What are the special facilities to be arranged in a preschool?

14. Explain the importance of arranging first aid facilities in a preschool.

Unit:4
Fiscal Management &Budgeting

1. Introduction

The chapter Fiscal Management and budgeting is primarily designed for students who plan to get involved in a new venture in the field of child care and education at some point in their career as a founder, early employee, advisor or investor. However, it is also appropriate for students interested in gaining a broader view of the financing landscape for young firms.

2. Learning Outcome

The Learner:

- Explains fiscal management, and budgeting.

- Identifies the ways of Fund mobilization

- Identifies the Registers to be maintained

- Able to keep accounts needed for an enterprise.

- Writes a good proposal

- Identifies the Agencies which support entrepreneurship

4.4.1 Fiscal Management-Resource mobilization, Budgeting

Good financial practice means managing money and money processes so the budget is aligned with the firms' strategic plan. Fiscal management is the process of keeping an organization running efficiently within its allotted budget.The goalof fiscal management is to improve the way the institution functions by properly planning, recording, and performing procedures that relate to the budget.

Finance is considered to be the life-blood of any start up. It is defined as the provision of money at the time it is wanted. Financial management is applicable to any types of organization. It refers to the part of the financial activity which is concerned with the planning and controlling of firms financial resources. It deals with finding out various sources for raising funds for the firm.

Objectives of finance Management:-

The financial management is generally concerned with procurement, allocation and control of financial resources of a firm. The objectives can be-

1. To ensure regular and adequate supply of funds.

2. To ensure adequate returns

3. To ensure optimum funds utilization. Once the funds are procured, they should be utilized in maximum possible way at least cost.

4. To ensure safety on investment,

5. To plan a sound capital structure-

Resource Mobilization

It means mobilizing resources. Resources can include many different things, not just money, apart from money, you can also raise support from volunteers, material donations etc. We can call it collectively as 'resource mobilization.'

Resource mobilization is actually a process of raising different types of support for your firm. As said above, it can include both cash and in-kind support. To further understand what this process is, we will break up these different types of support below:

1. **Bootstrapping.**

   Self-funding from your savings (if you have it) is always preferred.

2. **Friends and family.**

   Tap your inner circle like friends and family before expanding your horizons.

3. **Small business grants.**

   Submitting proposals to a typical supporting agency is the most conventional way of getting support

4. **Loans or lines of credit.**

   If your start up needs only a temporary or small infusion of cash, try for a Small Business Administration loan

5. **Incubators.**

   Business incubation provides a nurturing, instructive and supportive environment for entrepreneurs during the critical stages of starting up a new business. The goal of incubators is to increase the chance that a start-up will succeed, and shorten the time and reduce the cost of establishing and growing its business.

6. Bartering.

   Exchanging goods or services as a substitute for cash can be a great way to run on a little wallet.

7. Form a partnership.

Through partnership Business is easy to establish and start-up costs are low, more capital is available for the business and will have greater borrowing capacity

8. Collecting contributions:

Collecting contribution in kind, such as used furniture, books, vehicles or even buildings.

Budgeting

After fund mobilization, the next important step is budgeting. A budget is a plan for future income and expenditures that you can use as a guideline for spending and saving.Budgets are an essential feature of the control system and, as such, an integral feature of effective management.

1. **Gather information**

Collect information regarding sources of income or expense. The key for this process is to create a monthly average so the more information you can dig up the better.

2. **Record all of your sources of income:**

Record this total income as a monthly amount.

3. **Create a list of monthly expenses.**

Write down a list of all the expected expenses you plan on incurring over the course of a month.

4. **Break expenses into categories: fixed and variable.**

- Fixed expenses tend to stay the same (or close to the same) from month to month. They include bills such as your rent or mortgage, cable, Internet, utilities, fixed loan repayments and so on. These expenses for the most part are essential yet not likely to change in the budget.

- Variable expenses change from month to month. They include things like gas, groceries, your daily coffee, eating out and entertainment to name a few. Variable expenses also include Occasional expenses - These expenses come up from. This category will be important when you need to make adjustments to your spending habits.

5. Total your monthly income and monthly expenses.

   If your end result shows more income than expenses you are off to a good start. If you are showing a higher expense column than income it means some changes will have to be made.

6. Make adjustments to expenses.

   If you have correctly identified and listed all of your expenses then what you should be aiming to do is to have your income and expense columns to be equal. This means all of your income is accounted for and budgeted for each of your expense.

7. Cut spending.

   If you are in a situation where your expenses are higher than the money you are bringing in, you will have to look at your variable expenses to find areas where you can make cuts to your spending. Since these expenses are typically not essential, it should be easier to trim a few rupees to bring your expenses closer to matching your income.

8. Review your budget monthly.

   It is important to review your budget on a regular basis to make sure you are staying on track. After the first month take time and compare the actual expenses versus what you had created in the budget. Use reasonable estimates to create your first budget. Then, track your spending over the next few months. Jot down every purchase in journal and keep receipts for everything or create a spreadsheet. After tracking your spending for a few months, go back to your budget and adjust it if you need to. This will show you where you did well and where you may need to improve.

9. Plan for occasional expenses.

   Include room in your budget for expenses that come up from time to time,

10. Budgets are for saving too

    If you have some money left over in your budget after you have paid the bills, add to your savings. Build an emergency fund for unexpected bills that come up (like a lost bus pass or a computer that breaks in January). The more you save, the sooner you'll reach your financial goals.

11. Balance your budget.

    If you are new to budgeting, your budget may not balance the first time you

try. You might have to look for places where you can spend less and make adjustments along the way.

12. Feedback /Follow up:

As part of ongoing evaluation it is to be ensured that the steps in the process of budgeting are correctly following or not. Corrections should be made in the future budgeting based on the past experience.

4.4.2 Financial Registers and Records to be maintained

Registers and Records

To run successfully, a business establishment requires certain registers and records to be maintained. Records or registers are a kind of document, a formal writing of any fact or proceedings.A report indicates periodically the summery of services or activities and the value and type of service rendered by a person.

Factors to be considered while preparing a record

Following points should be kept in view:

1. Record must be accurate

2. It must be concise

3. It must be clear and complete

4. It must be relevant

5. It must be neat and tidy

6. It must be kept up-to-date

7. Number of the pages consecutively either in the red ink or with a number machine when a register is opened

8. Avoid overwriting

9. Make all the entries in ink

10. Get each cutting attested by the Head

11. Do not open new volume of a register every year, If the previous volume contains some blank pages

12. Fill up every column provided in a prescribed register and do not leave any blank space between entries

Schedule of suggested books and records to be kept in an enterprise

Here are some of the basic financial records that accountants might expect a firm to keep. Learners are directed to have a face to face interaction with an accounting expert and to understand more about the financial registers and records and find what all registers and records are necessary for a preschool or any other innovative establishments in the field of child care and education.

1. Journal-Sub-division of journals may be prepared like Purchases Day Book, Sales Day Book, Purchases Returns Day Book, Sales Returns Day Book, Bills Receivable Book, Bills Payable Book, etc.

2. Ledger

3. Cash Book

4. Bank Deposit Books

5. Cheque Books

6. Petty Cash Books

7. Contingent Register

8. Acquittance Roll

9. Fee collection Register

10. Bill register

11. Register of Donations

12. Pay bill Register

4.4.3 Basic accounts needed for pre-schools

Cash book/Day Book

A financial journal that contains all cash receipts and payments, including bank deposits and withdrawals. Entries in the cash book are then posted into the general ledger. The cash book is periodically reconciled with the bank statements as an internal method of auditing.

1. It plays a dual role. It is both a book of original entry as well as a book of final entry. All cash transactions are primarily recorded in it as soon as they take place; so it is a journal (a book of original entry). On the other hand, the cash aspect of all cash transactions is finally recorded in the Cash Book (no posting in Ledger); so a Cash Book is also a Ledger (a book of final entry).

2. Only one aspect of cash transaction is posted to the ledger account. The other aspect (i.e. cash aspect) needs no posting in Cash A/c. Since the Cash Book is the substitute for Cash A/c, no Cash A/c is opened in the ledger.

3. It has two identical sides-left hand side, the debit side and right hand side, the credit side.

4. All the items of cash receipts are recorded on the left hand side and all items of cash payments on the right hand side in order of date.

5. The difference between the total of two sides shows cash in hand.

6. Its balance is verified by counting actual cash in the cash box.

7. It always shows debit balance. It can never show credit balance.

Advantages:

1. Daily cash receipts and cash payments are easily ascertained.

2. Cash in hand at any time can easily be ascertained through Cash Book balance.

3. Any mistake in the book can be easily detected at the time of verification of cash.

4. Any defalcation of money can be detected while verifying cash.

5. Since cash is verified daily, Cash Book is always kept up-to-date.

Trading account

The first step in the preparation of final accounts is the preparation of the trading account. The trading account is an account which shows the result of buying and selling of goods and services.The result of trading may be either a gross profit or gross loss and it is the difference between sales and cost of goods sold/cost of services rendered

Profit and loss account

Profit and loss account is prepared after the preparation of trading account. Profit and loss account is an account designed to ascertain the net profit earned or net loss incurred by a business concern during the account period. It is debited with all operating expenses and losses and credited with all revenue incomes and gains and profits

Balance sheet

A balance sheet is a statement of assets and liabilities of a business prepared with a view to ascertain the financial position of the business as on a particular date. It is prepared at the end of the accounting period immediately after the preparation of the trading and profit and loss account. Since the balance sheet is prepared on a specific date, the information contained in it is valid only on that date. It is to be noted that excess of assets over liabilities represent capital of the business. Capital will be increased with the amount of profit earned and will be decreased when there is loss.

4.4.4   Entrepreneur Support Scheme

It is support scheme started by the Government of Kerala to support the new enterprises in the field of production. Under this scheme, up to Rs.30 lakhs will be given to the enterprise in three steps

1. Start up support

2. Investment support

3. Technology support

Learners are directed to collect information about more agencies and schemes which support the new entrepreneurs. Discuss it in the class room and record in the practical diary.

4.4.5 How to write a good proposal/project

The project plan serves as a roadmap for the entire project team providing guidance on the priority of activities, the scope of work, the methodologies and governance to be used, who the stakeholders are, the broad strategy to take, how costs and people will be managed, the quality standards in the project, how the project will communicate with stakeholders, how performance and benefits will be measured, etc.

Characteristics of a Good Entrepreneurial Project Proposal

1. The need for the proposed activity and the objectives are clearly established, preferably with data.

2. The most important ideas are highlighted.

3. The budget and the corresponding cash flow are clearly indicated in the proposal.

4. All governmental procedures have been followed with regard to matters such as civil rights compliance, protection of human subjects etc.

5. There is a detailed schedule of activities for the project, which may includes collaboration with interested groups, funding agency expectations etc.

6. Appendices have been used appropriately given

7. The writing style is clear and concise so as to helping the reader to understand the proposal.

Format of a Good Proposal

1. Introduction

    a)   Stokeholder Analysis

    b)   Scope

2. Background of the project and other basic information

    a)   Title of the Project

    b)   Location

    c)   Implementing agency

3. Project Overview

    a)   Goal/Objectives

    b)   Clear statement of Vision and Mission

    c)   Services/services strategy

    d)   The mode of working of the project

    e)   Organization structure.

    f)   Assumptions and risk management

    g)   Past experience

    h)   Outline in broad terms project activities and time lines

4. Financial Analysis

    a)   Detailed cost analysis

b)   Expected total cost

c)   Sources of funding

d)   Expected income/profit.

5. Conclusion

a)   Summary of the total project cost

b)   Detailed work plan

c)   Summary of the Implementation arrangements

4.4.6 Tax filing

Every profit gaining enterprise should file the income tax return annually. But Start-ups will not be required to pay income tax on their profits for the first three years, and will also be exempted from capital gains tax.

So learners can collect information about income tax as a group assignment.

Practicals:-

1. Preparation of formats of sample registers
   - Cash book
   - Acquittance roll
2. Preparation of chart on basic accounts
   - Trading account
   - Trial balance
3. Preparation of multimedia presentation about different agencies support entrepreneurship
4. Preparation of sample proposal/project

Assessment Activities:
   - Work Diary
   - Collection
   - Class test
   - Portfolio

- Assignment
- Seminar

TE Questions:

1. Explain the importance of fund mobilization for an enterprise.
2. Enlist the need of budgeting.
3. List out the objectives of finance management.
4. Define fiscal Management.
5. What are the points to be considered while maintain the registers?
6. Suggest some of the registers to be kept in a preschool.
7. Enlist the different accounts needed for an enterprise.
8. Define trading account.
9. Explain the importance of cash book.
10. Collect information and prepare an essay about the various entrepreneurial support schemes both in the product and service sectors.
11. What is the importance of preparing a business proposal?
12. What are the elements to be included in a proposal?
13. Write a sample proposal.
14. Explain the need of tax filing for a business enterprise.

Extended activities

- Prepare a sample building plan for a Montessori school
- Prepare a business proposal
- OJT
- Field Visit
- Workshop
- Expo

List of Practicals

1. Prepare a flowchart showing the steps in management

2. Prepare a set of flash cards showing the different types of resources

3. Conduct a 'Role play' for emphasizing the right way of communication

4. Prepare a chart showing the classification of resources.

5. Prepare a chart showing the delegation of authority in an institution.

6. Conduct a 'Role play' on methods of resolving conflicts.

7. Prepare a building plan for a crèche (Scale not necessary).

8. Prepare a chart showing the list of furniture and play equipment for a preschool.

9. Prepare a questionnaire to elicit information regarding the drainage, drinking water and sanitary facilities in nearby 10 preschools/anganwadis /child care centers

10. Prepare of formats of sample registers
    - Cash book
    - Acquaintance roll

13. Preparation of chart on basic accounts
    - Trading account
    - Trial balance

16. Prepare a multimedia presentation on different agencies, support entrepreneurship etc.

17. Prepare a sample proposal/project (Assignment).

List of reference: