



# Training Module for Preschool Management Committee



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## Foreword

I am delighted to write the foreword for the 'Training Module for Preschool Management Committee' of the preschool prepared by Aaruthal team. Early childhood education is a broad term used to describe educational program that serves children in their preschool years, before they are ready to enter formal education. The schools are managed by individuals and private agencies to obtain the advices and the financial benefits. Such private efforts are encouraged due to the existence of need for this stage of education in the country. However, the majority of privately managed pre-schools have to be enhanced with better anticipation. As mentioned in the Early Childhood Development statute of the Northern Provincial Council, a proper Management Committee is vital to administer the preschools efficiently.

The management committee is the body with the overall responsibility of ensuring the preschools to conduct well, sustainably, and legally. The management committee should become aware of the responsibilities to run and administrate the schools professionally. Taking into consideration of the importance of preschool education, Sri Lanka 'Child Fund' requested Aaruthal to prepare the Module to train the Management Committee. Therefore, the manual produce with twelve units.

This training Module is intended to provide with all the necessary items needed for the proper management of the preschools. The manual is designed to provide with the hope that it will be effectively carrying out their roles with enthusiasm. It is my hope and expectation that this training manual will provide an effective training experience for all professionals to manage the preschools effectively.

May I take this opportunity to thank to our donor, ChildFund Sri Lanka and the resource persons who contributed their valuable inputs to prepare the training module in a systematic manner. I will be failing in duty if I do not mention about our team.

Congratulations.

**Sundaram Divakalala,**  
Chief Executive Officer,  
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# Preface

Preschool education is the centre of discussions these days and it is widely accepted in the education field that Preschool education is the base for third stage learning and the personality development of the students. Through international conferences the world countries have developed research based agreements proving that the governments should implement programmes to ensure each child should get sound Preschool education. Standard Preschool education is important for the child's physical, mental and skill development and also it lays the foundation for the Primary school education. It enables the children to be strong personalities in the future. As the opportunities less at the home front to develop the basic skills to enter formal education, it is the need at present to implement programmes to cater the entire children to receive the essential required skills.

The countries that provide sound education system in the world carry out proper programmes providing preference to Preschool learning activities which is the foundation for the rest. Though the importance of Preschool education is clearly understood in our country, there are structural issues in providing standard learning activities equal to all the children and drawbacks in learning – teaching methodology and equal opportunities.

Thus, field researches and activity techniques are necessary to solve these issues. It's understood from various researches that parents lack the awareness of the importance of Preschool education. Parents and the home environment have been identified as the stake holders in achieving the required competency levels of the Preschoolers. It is essential that the parents and the home environment should participate in the activities of the Preschoolers in achieving the competency level and also the objectives of the Preschool, without any confrontations. That's why the Preschool Management Committees have been formed consisting the parents of the children in Sri Lanka. This Project Manuel has been developed with the goal of creating awareness among the parents and teachers of the Management Committee and the members of the Preschool Administration and guiding them. The Manual Committee expects support from the stake holders in all possible ways and the concern and efficiency from the relevant parties in implementing the project.



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<b>content</b>	<b>Page Number</b>
1. The Importance of Preschool Education: - .....	1
2. School Readiness: - .....	9
3. Preschool Education Management :- .....	13
4. Duties and responsibilities of the Management Committee :- .....	17
5. Administrative structure of Preschools and Institutions :- .....	19
6. Minimum Standards of Preschool :- .....	22
7. Introduction of the Preschool Curriculum :- .....	27
8. Child Rights and Protection :- .....	31
9. Child abuse and gender equality :- .....	33
10. Health and hygiene consisting of the local products for the Preschoolers :- .....	38
11. The Documents maintained in Preschools :- .....	40
12. Conducting Meetings and Report writing :- .....	42
13. Annex	44
1. Annex 2.1	
2. Annex 2.2	
3. Annex 2.3	
4. Annex 2.4	
5. Annex 8.1	
14. Reference:- .....	48



# Unit - 1

## The Importance of Preschool Education

### 1.1 Introduction

- The importance of Preschool education is well understood across the world.
- The International Education Forum has emphasized on minimum one year of Preschool education for children (2015).
- Good care of physical health, nutritious food and an environment encouraging proper physical, emotional and psychosocial development are vital for the education of small children.
- Each child should be provided with high standard opportunities for preschool education.
- Parents and the guardians should be provided with good psychosocial guidance in order to meet high standard Preschool education to the children.
- Standard Preschool education will enable the Preschoolers to smoothly enter the formal school stream.
- It will enhance them in successfully achieving the competencies in the Primary and Secondary Schools.
- It lays a strong foundation for the Preschoolers to be better future citizens facing the situations in the society.
- Standard Preschool education enables human resource development through which the social justice is ensured.
- The standard difference in Preschool education will bring in difference between the Primary and Secondary school education.
- The inequality in Preschool education shall increase differences in the life style of the Preschoolers.
- Proper and sufficient inputs for a standard preschool education will contribute for a better home and a homeland in the long run.
- Standard Preschool education depends on quality inputs, appropriate syllabus, proper training for the teachers, quality teaching through practical methodologies and skills trainings.



## **1.2 The problems in Preschool education in Sri Lanka**

- The parents prefer the children to reach the educational competency level instead of the social skills required to move with others and for the personality development.
- Most of the parents prefer learning Math, mother tongue and English language.
- Some of the parents prefer English medium.
- Teachers who aren't properly trained in Preschool education guide and advice the children wrongly.
- Since the educational and professional qualifications of the teachers vastly differ the teaching methods differ too.
- The Preschoolers have malnutrition issues.
- Most of the schools' expectations are to reach educational competency levels.
- The safety and the family background of the children aren't taken into consideration.
- There's no uniformity in the requirements of the teachers.

## **1.3 It is important to implement actions to enhance the standard of the Preschools and to solve the vital issues faced by the Northern Province**

### **1.3.1. The following actions can be taken to solve the identified issues**

- i) An awareness programme to educate the parents of the Preschoolers on the importance of Preschool education.
- ii) Teach the parents about the syllabus and the activities.
- iii) Create awareness on caring for the children and their nutritional values and develop activities to enhance them.
- iv) Creating parent resource persons and utilizing them in bonding between the Preschool and its community.



### 1.3.1.1 Project creating awareness to the parents on the importance of Preschool education

**Unit:** The Importance of Preschool Education

- Contents:-**
- International stands on Preschool Education
  - National stand on Preschool Education
  - Problems related to parents in Preschool Education
  - Presumed solutions regarding the problems of the parents

### 1.1.3.2. Teach the parents about the syllabus and the activities.

Objectives	Learning Outcomes	Activities	Required resources	Methods	Duration	Evaluation
1. Identify the international Stands on preschool education.	<ul style="list-style-type: none"> <li>- Register list of parents.</li> <li>- Group submission of report on the findings.</li> <li>-notes on the findings</li> </ul>	<ul style="list-style-type: none"> <li>- Inviting the parents.</li> <li>- Give chance to submit the report as a group.</li> <li>- Provide additional details.</li> </ul>	Stationary Multimedia Projector Computer	Group sessions Lecture Discussion	20 Minutes	Discussion
2. Identify the problems of the parents in Preschool education	<ul style="list-style-type: none"> <li>- Group details</li> <li>- Proposed reports of the problems</li> </ul>	<ul style="list-style-type: none"> <li>- Express the problems through group discussions</li> <li>- Group proposal</li> <li>- Give additional details.</li> </ul>	Stationary, boards, Multimedia projector, computer	Group method Discussion	20 Minutes	Group discussions
3. List out the presumed solutions for the problems of the parents	<ul style="list-style-type: none"> <li>-Details of the groups</li> <li>-Solution list</li> <li>-Corrected list of solutions</li> </ul>	<ul style="list-style-type: none"> <li>-Group discussions</li> <li>-Propose solutions</li> <li>-Format the solutions and submit.</li> </ul>	Stationary, Books, Documents, Reports on Preschool education, computer facilities	Discussion Group discussion	20 Minutes	<ul style="list-style-type: none"> <li>- Observe the presentation</li> <li>-Examine the solutions</li> </ul>



### 1.3.1.2 Create and develop the idea and activity skills on Preschool curriculum among parents

Objective	Learning Outcomes	Activities	Required Resources	Methods	Duration	Evaluation
1. Learn about how far the parents are aware about the syllabus in Preschool education.	-Syllabus, -Display Cards related to the subjects	Learn through discussions and display cards	Card papers, Markers Whiteboard pen, Glue tack	Discussion and presentation	25 Minutes	Observation of the creation
2. Disclose their expectations on the syllabus in Preschool education	Reports on the expectations, Record of the discussions, Corrected document of the syllabus	Propose the reports prepared through group discussion, Analysis of the discussion, Identify the appropriate requirements and amend them	Stationary, Recorders, Books, Documents	Group discussion Debate Discussion Lectures	20 Minutes	Observation Inspection

### 1.3.1.3. Create awareness on caring the children and their nutrition, and develop the activity skills

Objective	Learning Outcomes	Activities	Required resources	Method	Duration	Evaluation
1. Identify the how far then parents know about the nutrition and wellbeing of the child	-Details of the groups, Documentation of the issues	- Group the parents (4 groups) and discuss - Write down the issues and situations discussed - Submit.	Stationary, Demin	Discussion Submit	20 Minutes	Observation Review
2. List out the solutions for the problems faced in the nutritional values in child care	Documentation of the appropriate solutions and suggestions. .	- Identify the solutions.	Stationary, Multimedia projector, books, Analysis reports.	Discussion, Lectures, Group work	20 Minutes	Observation Inspection
3. Form the suggested solutions into activities	-Draft of the activity techniques Documentation of the suggestion to solve the issues	-Discuss about the ways to implement the solutions. -Discuss about the Discuss about the possible hindrances. -Define the processes	Stationary, Multimedia projector, Books, videos	Discussion Submit Documenting	20 Minutes	Observation Review Inspection



### 1.3.1.4 Develop and encourage interest and involvement of the parents in Preschool activities

Objective	Learning Outcomes	Activities	Required Resources	Method	Duration	Evaluation
1. Identify the parents involvement and their contribution in Preschool education activities	<ul style="list-style-type: none"> <li>- Group Reports on involvement of the parents.</li> <li>- Report on the attitudes shown by the parents.</li> </ul> Group work (pictures)	<ul style="list-style-type: none"> <li>- Find out the involvement of the Parents through group discussions.</li> <li>- Analyze the attitude and the opinions of the parents about Preschool education</li> </ul>	Stationary, Demy sheets, Cut pieces, pictures, Glue, Books	Group method Competitive group activities	20 Minutes	Checking Learn the opinion
2. identify how the parents can contribute to their children's education in the future	<ul style="list-style-type: none"> <li>- List of parents' contribution.</li> <li>- Record of the improvement in the attitude of the parents</li> </ul>	<ul style="list-style-type: none"> <li>- Bring out the contribution of then parents</li> <li>- Make it possible to develop healthy attitude about Preschool education among parents (poems, drawings)</li> </ul>	Stationary, books, set of pictures, collage, recorders, drawing sheets, colours	Discussion Acting Group task Individual task	20 Minutes	Observation Review Analysis

### 1.3.1.5. Creating parent resource persons and utilizing them in communication between the Preschool and its community

Objective	Learning Outcomes	Activities	Required resources	Method	Duration	Evaluation
1. Develop parent resource persons for the importance of the preschool	<p>List of parents chosen as parent resource persons</p> <p>Parents will be aware of their involvement and contribution in preschool education</p> <p>List of parents who are trained as resource persons</p>	<ul style="list-style-type: none"> <li>- Selecting the appropriate parents</li> <li>- Train the selected parents.</li> </ul>	<p>Stationary, Detail forms, books (reading), picture description detail forms, books, documents, multimedia projector, computer, videos</p>	<p>Discussion</p> <p>Interviews</p> <p>Individual task</p> <p>Group task</p> <p>Presentation</p>	20 Minutes	<p>Review</p> <p>Give points</p> <p>Evaluation</p> <p>Observation</p>
2. Utilizing the parent resource persons in Preschool programmes	<p>Activity plan to work at the society level</p> <p>List of task sharing</p> <p>Time table</p> <p>Task Report</p>	<p>Planning the task</p> <p>Sharing the work</p> <p>Group campaigning in the society/carry out activities</p>	<p>Stationary, Computer, Multimedia projector, Calendar, Evaluation forms</p>	<p>Group Discussion</p> <p>Group task (Group method)</p> <p>Equal group evaluation</p>	20 Minutes	<p>Review</p> <p>Observation</p> <p>Reporting</p> <p>Evaluation</p>



# Unit - 2

## School Readiness

The Millennium Development Goals and the objective of Education for All guided the world countries to dedicatedly serve towards a standard basic education for everyone. Yet there have been challenges such as not enrolling in schools at the appropriate time, irregularity, not learning in school, drop outs and not reaching the expected competency level common to all the nations. The reasons may be poverty, geographical location, hygiene, conflicts, natural disasters, illiteracy, disability and diseases. Thus, there are differences increasing in the education systems. Therefore, it's important to find solutions for the following three questions:

1. Are the entire children join the Primary School with proper social and cognitive capacity receiving appropriate skills?
2. Are the schools ready to provide appropriate facilities to provide healthy learning environment to the students?
3. Are the parents and the society ready to give a smooth transition to the children, from home to school?

Thus, the concept of 'School Readiness' is proposed as a solution for these questions. It will solve the learning gaps, providing equity, pave way for lifelong learning and help for a complete development.

### 2.1 School Readiness

School readiness is defined in three dimensions and they are:

- i) Readiness of the children
- ii) Readiness of the school
- iii) Readiness of the family

When the children, school and the family are ready, the communication among them will be in order and the transition from Preschool to the Primary school will also be smooth with appropriate capacity and skills.

### i) Readiness of the child

The 'Readiness of the Child' focuses on the learning and the development of the child.



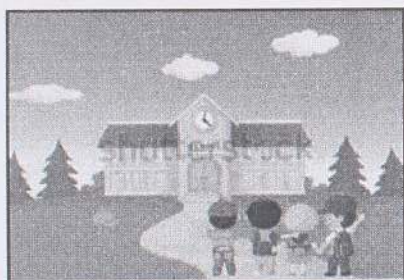
What should a child know for a successful transition from Preschool to Primary school? Or what should the child be able to do? This concerns the readiness of the child for the formal school. The success of learning in the primary school will be decided by literacy and numeracy skills, capability in following instructions, peer coordination and the ability to engage in learning.



### ii) Readiness of the school

The "Readiness of the school" concerns the environment of the school.

- a) It enables the child to move to grade 1 and above smoothly.
- b) It encourages the entire children to learn properly.



The readiness of the school is about the expectations and the continuity from the Preschool education to the Primary environment. Another characteristic of readiness for school is that it gets rid of the cultural differences between the school and home.

It's common in readiness of the school is to focus on the environment of the school. The arrangements that the school should make are: **(annex 2.1)**



### iii) Readiness of the family



The third aspect is the readiness of the family. It deals with involvement and attitude of the parents towards the learning development in Preschool education and the transition to Grade 1.

The parents must enrol the children to a Preschool at the right time in order to develop the basic skills that are important for the transition to the Primary school. It is their primary and foremost responsibility.

The responsibilities of the parents: **(annex 2.2)**



**Conclusion:**

A child that moves from home to a new environment of a school has to be successful in the transition. Then only it will reach the readiness to be successful in school and beyond. It's now well understood that the role of Preschools, Preschool Teachers and the Management Committees in preparing the children and the parents to adapt to the formal school education. Thus, a Management Committee has to be efficient and constructive and motivational in achieving the educational objectives of the community.

Objective	Learning Outcomes	Activities	Resources	Method	Duration	Evaluation
1. Identify child oriented characteristics of readiness of Preschool	Parents understand the readiness for Preschool and the Primary school in the new academic year Children have gained the required skills (entry behavior) The families understand their responsibilities and prepare the children for school Every member of the Preschool Management Committee will help the children to reach School Readiness	<b>Step 1:</b> -Introduction - Explain about the transition from home to Primary school through discussions	-Poster -sheets	Discussion Group discussion	3 Hours	Observation
2. Identify child oriented characteristics of readiness of Primary school		<b>Step 2:</b> Make 6 groups of the participants Give them the subject analysis copy	- Multi Media  - Markers			
3. They will have understood the three aspects of school readiness (school, child and parents readiness)		<b>Step 3:</b> Discuss with the participant and write the details of the readiness of the family, readiness of the child and the readiness of the preschool	- Felt pen - FlipChart			
4. They will understand the nature of each aspect of School Readiness						

		<p><b>Step 4:</b> Propose that there are three aspects in School Readiness</p> <p><b>Step 5:</b> Give the following assignments as one assignment to two groups</p> <p><b>Step 6:</b> Reporting Discussion</p> <p><b>Step 7:</b> Again give then following assignments</p> <ol style="list-style-type: none"> <li>1. The school gets ready to receive the children</li> <li>2. List out the abilities that a child should possess when entering the formal school</li> </ol> <p><b>Step 8 :</b> prepare Reports for each assignment</p> <p><b>Step 9 :</b> Reporting</p> <p><b>Step 10 :</b> Summing up by the Resource person</p>				
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# Unit - 3

## Preschool Education Management

### 3.1 Introduction

The education system consists of minimum two dimensions such as quantity and quality, which has the formal and informal principles; and will be flexible. It will have the administrative system from the community level to the higher Management Committee.

The educational system should be for the complete human resource development and to gain the rights for freedom, peace and coexistence. Management is a process in which the efforts of the people are coordinated in achieving the goals and objectives utilizing the available resource with efficiency and productivity. Thus, the management of preschools also should be dedicative with an understanding the Preschool Management, carrying out activities to enhance the development of the Preschoolers in the future.

Learning process is constant in human life. Childhood is the base for all the developments. Since the Preschool period plays the major role, it becomes the primary stage for development during which the physical and mental development will be quicker and cleverer. It's accepted by many as the development can be reached to its best through various practices between the ages 3- 5. Therefore, it's the responsibility of the Management Committee to understand it act accordingly.

The vital steps in the Management process as follows:

- Be responsible for methodical educational process
- Taking care of the educational activities and maintaining them
- Lead all the activities
- Coordinate and control

- Let the commands be appropriate
- Maintain proper supervision
- Enhance the resources and gain the best product
- Making decisions, presenting and implementing
- Maintain proper communication
- Have skills to handle everything
- Have ability to solve problems and handling counselling ways
- Work towards persistent development

#### **Tasks of the Management Committee**

- Preschool education activities will improve when the management elements are developed
- Should involve everyone in to the system, understanding the importance of Preschool education
- Choose staff who are dedicated towards the betterment of the human resource development of the Nation and identify the members for the Management Committee
- The growth and development is faster before the child turns 5. It's the responsibility of the Management Committee to maintain it on a positive path
- They have to be constantly service minded with harmony, compromise, tolerance, perseverance, sacrifice and a vision
- Should work efficiently understanding the guidance of the leadership



Objective	Learning Outcomes	Activities	Resources	Method	Duration	Evaluation
Understand the Preschool teacher and the methodologies which enhances her daily and weekly activities	Management committee helps the Preschool teachers knowing their daily and weekly work plan	<p><b>Step 1</b> Divide them into groups</p> <p><b>Step 2</b> Group discussion about the teachers</p> <p><b>Step3</b> Learn about the daily work of the teachers through discussion</p> <p><b>Step 4</b> Learn about the weekly plan of learning</p>	Demine paper, marker, display card	Discussion, lecture, Group task	30 minutes	<p>Tell about the activities of the Preschool teachers</p> <p>Discussion method Observation</p> <p>Observe the presentation</p>
Make understand the importance of the management for the learning of the children and the teaching of the teachers	<p>Understand the basic of the syllabus in the preschool</p> <p>Parents also support the teachers' activities</p> <p>learns about the steps for formal school education</p>	<p><b>Step 1</b> Teach the parents about the syllabus</p> <p><b>Step 2</b> The management committee discusses about how to guide the parents explaining the syllabus</p>	Multimedia projector, Marker, Paper	Lecture, Discussion	30 Minutes	<p>Ask about the basics of the syllabus,</p> <p>Make them to answer questions in the group discussion,</p> <p>Verbal discussion</p> <p>Presentation</p>

Objective	Learning Outcomes	Activities	Resources	Method	Duration	Evaluation
		<b>Step 3</b> Group discussion on the importance of syllabus  <b>Step 4</b> Presentation and Reporting				
Respect the moral values and work accepting the diversity of the others, understanding the characteristics	Understood the concept of quality Education for All.  Accept that all the children are equal. Understood the differences in the individual and the home background.  Learnt about the diversity of the people.	<b>Step 1</b> Lecture on Education for All.  <b>Step 2</b> Divide the participants into 6 groups and discuss issues giving one topic for two groups.  <b>Step 3</b> Presentation  <b>Step 4</b> Note down and Report	Multimedia projector, Flip Chat  Demine sheets, Marker,  Video clippings (multi cultural children model learning field).	Lecture, Discussion, Observe the video clippings.	1 Hour	Observation, Mini questions on home background, Opinion about cultural diversity.



# Unit - 4

## Duties and responsibilities of the Management Committee

### 4.1 Introduction

Any organization will have its independent management structure on which the fall and the rise of the organization depend. Thus the management in education is defined as the management of the educational activities. The Preschools too have their own Management and the members have different roles in duties and responsibilities. The members should be clear about their roles and attentive in carrying out them, where they may have to work alone and in groups. The parents and the Organization work hand in hand with them.

Objective	Learning Outcomes	Activities	Resources	Method	Duration	Evaluation
Understand the Hierarchy, the methods choosing them and the duties and responsibilities of the Preschool Management Committee.	Understand the structure of the committee and render their service  Understand the constitution of the management committee. Understand the conducting the general administration and meetings.	<b>Step 1</b> Group discussion, Understanding the Constitution and Presenting. Discuss if it is against the Constitution. <b>Step 2</b> Write the responsibilities on cards and distribute among the participants. <b>Step 3</b> Discuss about them and list out. <b>Step 4</b> Divide the participants into groups and give them one of those topics from the	Multimedia projector, Laptop, Poster sheet, Marker, Painting sticks, Flannel board	Discussion, Lectures	45 Minutes	Observation,

	- get the permission to subscription from the members, monthly payments, special finance contributions and getting grants	cards; ask them to discuss and compare it with the Constitution and give a complete report on a poster sheet. <b>Step 5</b> Each group to present report.				
Make understand the importance of Management in children's learning and the teachers' teaching.	The preschool activities are better in proper manner with efficient and effectiveness. Parents support the teachers' activities  The competency level of the children to be improved.  Got advice and assistance from the other relevant Organizations.	<b>Step 1</b> Identify the important activities of the Preschool. <b>Step 2</b> Categorize the activities and bring them under different titles. <b>Step 3</b> Prepare the proper Table for a methodical planning with the help of the participants (month, activities, person in charge, required resources – funds & personnel -, ways to gain them and needed advice). <b>Step 4</b> Implement the plan according to the titles, in groups. <b>Step 5</b> Presentation of the plans	Multimedia Projector, Laptop, Poster sheet, Marker, Painting sticks, Flannel board	Discussion, Lectures	45 Minutes	Observation,



# Unit - 5

## Administrative structure of Preschools Management

### 5.1 Introduction

The success of a Management depends on a proper administrative structure. It will be effective when the appropriate location, environment, cadre and the other resources are coordinated and supervised well. The Management should have its individual Vision, Mission and clear goals. The administrative structure should have the mechanism for the goals to be achieved within a short period of time. Preschool Management plays a key role in the education system of a country. It's considered at the higher level of the Preschool Management.

The Preschool activities that are closely connected to the home environment should be guided through proper administrative structure. The Management Committees carry out many tasks that aren't formal. The knowledge and experience of those who are involved in these tasks should be improved time to time.

Objective	Learning Outcomes	Activities	Resources	Method	Duration	Evaluation
Understand the structure of the Management Committee of Preschool and performed their roles and responsibilities	Lend their contribution understanding the Preschool structure	<b>Step 1</b> Introduction  Explain about the administrative structure of the Preschool Management <b>Step 2</b> Each participant writing one responsibility of the Management Committee	Multimedia projector, Laptop, Poster paper, Marker, Painting stick, Flannel board	Discussion, Lecture.	3 Hours	Observation

		<p>on the board given and present.</p> <p><b>Step 3</b> Discuss the presented responsibilities and list them out.</p> <p><b>Step 4</b> Presentation of Reports of each group.</p>				
Understanding the hierarchy of the Management Committee and the ways of selection.	Serve as an efficient and constructive Management body.	<p><b>Step 1</b> Order the hierarchy of the Management Committee according to the statue. Understanding the qualifications of those who can select the Management structure.</p> <p><b>Step 2</b> Divide the participants into 6 groups (Activities of the President, Secretary and the Treasurer).</p>	Multimedia projector, Laptop, Poster paper, Marker, Painting stick, Flannel board			



		<p>Give one topic to two groups.</p> <p>Bring those two groups that discussed the same topic and list out the findings.</p> <p><b>Step 4</b> Summary form each group.</p> <p><b>Step 5</b> Present the responsibilities of the Committee members.</p>				
Assigned as efficient Managers	<p>The entire activities of the preschool will be improved.</p> <p>Planning to develop the Managers.</p>	<p><b>Step 1</b> Discuss about the qualification for each post and list them out.</p> <p><b>Step 2</b> Understanding the techniques to improve the qualification through discussion. <b>Step 3</b> Plan according to the facts gathered through the discussion.</p>	<p>Multimedia projector, Laptop, Poster paper, Marker, Painting stick, Flannel board</p>			

# Unit - 6

## Minimum Standards of Preschool

### 6.1 Introduction

This unit is important as it explains the statute approved by the Northern Provincial Council on the 9<sup>th</sup> June, 2015, and it introduces the Preschools and their activities in the Province.

The minimum standards that are to be followed by the Preschools have been proposed. It contains important subjects that will enable to create the best Preschools and develop physically, mentally, socially and spiritually healthy children.

The unit emphasizes on the minimum standards based on the objectives of implementing the goals of the Preschools and carry out the statute plans.

Here, it is considered the utmost responsibility of the Preschools that function in the Northern Province to possess the minimum standards, and the Management Committee, parents, teachers and the society should strive together to maintain physical infra structure, other facilities and the basic facilities of the Preschool to support the standard of it.

- Enhance the Preschool education
- Support to fulfil the special needs children
- Increase the capacity standard of the Preschool teachers
- Define principles on administration and management for the entire Preschools
- Define principles for the structure and the basic facilities of the Preschools

We can clearly understand the above points imply the message to serve towards goals like developing Model Preschools. Accordingly, the following points to be noted as the minimum standards a Preschool should have:

1. Location
2. Registration of the Preschool
3. Register the Preschool teachers
4. Salary and incentives
5. Offences and penalisation
6. Buildings, furniture and other equipment
7. Hygiene and nutrition
8. Education and mental health
9. Psychosocial environment
10. Administrative documents
11. Daily work plan
12. Support from the parents and the management
13. The requirements of the teachers
14. Minor staff cooperation

The administrative standards denote how each Preschool should function methodically and efficiently.



**Sub unit 1:- The location of the Preschool and identifying the standard of the building structure and furniture of the preschool**

Objective	Learning Outcomes	Activities	Resources	Method	Duration	Evaluation
get knowledge of the concept of the location for the Preschool	Understand about the location for the preschool. (Building, playground and etc.)	<b>Step 1</b> Group the participants.	Paper stationary Demin paper Marker	Group discussion Questioning ask Group Work Presentation	45 Minutes	Observation Reporting Presentation
Positive and negative factors about the location of a preschool Clear understand how the buildings have to be in a preschool	Have identified suitable location	<b>Step 2</b> Give the following topics and ask them to write their ideas:- What are considered as the best location? What are identified as disadvantages? List out the facts learnt about the buildings for the Preschool. How the furniture should be for the Preschoolers?.				
Clear understand about the furniture for a preschool	have understood appropriate furniture for the Preschool and choose accordingly	<b>Step 3</b> Help them in writing and explaining  <b>Step 4</b> presentation and discussion Summary and Conclusion				

## Sub unit 2 – Helping to enhance the strength of the basic needs of the Preschool

Objective	Learning Outcomes	Activities	Resources	Method	Duration	Evaluation
Understand of the basic needs of preschool child.	Understand and express about the basic needs of the Preschool child.	<b>Step 1</b> Group the participants	stationary Demin paper	Group Work Discussion Presentation	30 Minutes	Observation
To Understand to provide food according to the child nutrition level.	Nutritional food influences to growth and development .	<b>Step 2</b> List out the food that gives nutrients to the Preschoolers. Give the following topics and ask them to write their ideas:- What are considered as the best location?				
Ensure the providing safe drinking water properly.	Understand save children from the disease by providing safe drinking water.	What are identified as disadvantages? List out the facts learnt about the buildings for the Preschool. How the furniture should be for the Preschoolers? Identify the benefits of giving boiled drinking water to the children. List out the problems the Preschoolers face due to malnutrition and drinking water issues. <b>Step 3</b> Help them in writing and explaining <b>Step 4</b> presentation and discussion Summary and Conclusion				



#### 6.4 Sub unit 3 – Gain knowledge on documentation in a Preschool

Objective	Learning Outcomes	Activities	Resources	Method	Duration	Evaluation
Understand what are the documents use in preschools.	Understand the importance of data in the documents and ability to use it properly and safely.	<p><b>Step 1</b></p> <p>Group the participants</p> <p><b>Step 2</b></p> <p>Guide them to do documentation in a Preschool and present them.</p> <p><b>Step 3</b></p> <p>Explain about the documents that the resource persons use in the Preschool and give details about it.</p> <p><b>Step 4</b></p> <p>Summary and Conclusion</p>	stationary	<p>Group Work</p> <p>Discussion</p> <p>Presentation</p>	30 Minutes	Observation
use the data for routine work	got the knowledge and competency for the routine work according to the data documents					

### 6.5 Sub unit 4 – Appointing Preschool Teachers and identifying their standards

Objective	learning Outcomes	Activities	Resources	Method	Duration	Evaluation
learn about the qualifications that the Preschool teachers should possess	choose the teachers based on standards	<b>Step 1</b> Give the following topics and guide them to write their ideas:-  What are mental characteristics that a teacher should have? List out their duties and responsibilities. What do they know about the salary scheme of the teachers?	stationary	Group discussion Lecture Presentation	30 Minutes	Observation Evaluation
get the ability to choose appropriate teachers for the Preschool	appoint suitable teachers					
understand the salary scales of the teachers	Have consideration about the salary of the teachers	<b>Step 2</b> Summarize them and conclude with additional explanations				
understand the duties and responsibilities of the teachers	Observe the activities of the teachers and assess them.					



# Unit - 7

## Introduction of the Preschool Curriculum

### 7.1 Introduction

The learning experiences that a child gets before it's 6 years old play a major role in its as the development of the child in the first 5 years are vital and decisive. It enables the child to be successful in the Primary School later. The practical learning begins from the mother's womb itself. The Preschool Curriculum should be activity based for the development of the connectivity of the brain cells according to the advanced system of the present world. Accordingly the teachers in the Northern Province have been provided with the material consists the subject 'Play and Learn'. The teaching material and the tools should always be ready for usage. The Management Committee and the parents will assist them in the process. As it supports the home based education, the parents will give importance for Preschool education and assist the teachers in the learning activities.

Objective	Learning Outcomes	Activities	Resources	Methodology	Duration	Evaluation
understand about Preschool curriculum	Management committee support to implement the curriculum and teaching. Children educated in home level based on the curriculum.	<p><b>Step 1</b> Introduction The changes and actions in the brain during the quick functioning process, showing videos.</p> <p><b>Step 2</b> Divide them into four groups; ask them to discuss their experience. Give them a chance to present one's experience.</p> <p><b>Step 3</b> Summary Emphasize on the fact that the Preschool experience helped a lot in their life.</p>	Multimedia projector, Laptop, Poster paper, Flannel board, Bristol board, A pair of scissors, Marker, Painting sticks, thump pins, cello tape, videos.	Group method, discussion, presentation, cards, videos.	20 minutes	Observation, Presentation.

Objective	Learning Outcomes	Activities	Resources	Methodology	Duration	Evaluation
Find out the modern educational system in the world.	Prepare children according to the modern demands of the world (present world).	<p><b>Step 1</b> Introduction What is globalization? What is our (Preschool) connection to it?</p> <p><b>Step 2</b> Discussion</p> <p><b>Step 3</b> Summary Emphasize on being efficient in activities that are modern and practical based.</p>	Multimedia projector, Laptop, Poster paper, Flannel board, Bristol board, A pair of scissors, Marker, Painting sticks, thump pins, cello tape, videos.	Group method, discussion, presentation, cards, videos.		
Identify the activities for each subject area.	Identifying the subject areas and learnt about suitable activities for the subjects.	<p><b>Step 1</b> Introduction The importance on practical learning. Learn-Teach activities to be co curriculum.</p> <p><b>Step 2</b> Give flash cards to the participants, activities of the Preschool written on them.</p> <p><b>Step 3</b> Discuss about them</p> <p><b>Step 4</b> Summary.</p>	Multimedia projector, Laptop, Poster paper, Flannel board, Bristol board, A pair of scissors, Marker, Painting sticks, thump pins, cello tape, videos.	Group method, discussion, presentation, cards, videos.	30 Minutes	



Objective	Learning Outcomes	Activities	Resources	Methodology	Duration	Evaluation
Identify each subject areas	Identifying the subject areas and do the activities for them.	<p><b>Step 1</b> Divide the participants into four groups and give each group a modern activity. Prepare them.</p> <p><b>Step 2</b> Each group demonstrate the model activity. Discussion at the end of each demonstration.</p> <p><b>Step 3</b> Summary Make sure that the children gain physical and mental activities, cognitive activities, logical thinking and decision making through practical knowledge.</p>	Multimedia projector, Laptop, Poster paper, Flannel board, Bristol board, A pair of scissors, Marker, Painting sticks, thump pins, cello tape, videos.	Group method, discussion, presentation, cards, videos.	1 Hour and 20 Minutes	
Identifying Impact of efficient preschool education on primary grade 1 efficient education.	Learnt that the Preschool education helps in the Grade 1 learning	<p><b>Step 1</b> The resource persons discuss about the Grade 1 curriculum through multimedia projector</p> <p><b>Step 2</b> Summary The practical learning knowledge for Grade 1 is gained from the Preschool curriculum. Explain about the facts the Grade 1 teachers shared at the session with the Preschool teachers (videos)</p>	Multimedia projector, Laptop, Poster paper, Flannel board, Bristol board, A pair of scissors, Marker, Painting sticks, thump pins, cello tape, videos.	Group method, discussion, presentation, cards, videos.	15 Minutes	

Objective	Learning Outcomes	Activities	Resources	Methodology	Duration	Evaluation
Identifying the home based learning activities	Prepared detailed list the home based learning activities	<p><b>Step 1</b> Reminding the previous activities and explain about the home based educational activities through examples</p> <p><b>Step 2</b> Give display cards to the participants and ask them to note down the home based learning activities and present them.</p> <p><b>Step 3</b> Summary And Presentation</p>	Multimedia projector, Laptop, Poster paper, Flannel board, Bristol board, A pair of scissors, Marker, Painting sticks, thump pins, cello tape, videos.	Group method, discussion, presentation, cards, videos.	15 Minutes	



# Unit - 8

## Child Rights and Protection

### 8.1 Introduction

It's important for everyone to consider the development and life of the children. Their needs are to be fulfilled in many stages by the adults most of the instances. They are very vulnerable and helpless, and in need of special care and protection. The cultural norms of their community should be respected and they should adapt to the society. Further, it's the responsibility of the parents and the society to reach the rights for the children in order to get international support. Parents and the society are primary in the development and life of the children. So, it's the responsibility of the Preschools to consider the children's rights and the awareness on their safety, and the measures taken to ensure them. They are the essential elements.

The entire children have the right for safety. It's the family's foremost responsibility. It is the responsibility of the parents and the guardians to create a safe and healthy environment at home for the children. The Preschool and the society have the responsibility to create an environment that is safe for the children outside their homes. The children are to be protected at home, in the preschools and the society, so that they get complete learning and development.

Objective	Learning Outcomes	Activities	Resources	Method	Duration	Evaluation
1. Understand about who is child.	understood that the ones who are under 18 are considered children according to the Children's Convention of the UN, and also the concept of children according the local law and order	Give card and ask them to note who children are and their age limit. Give additional details about the age limit	Case studies, Multimedia projector, card boards, Deminpapers Pens	Discussion Group task Lecture	2 Hours	Observation

Objective	Learning Outcomes	Activities	Resources	Method	Duration	Evaluation
2. know the rights and needs of the child and will help them to enjoy them	got a complete knowledge about child rights and make activities to implement the rights .	<ol style="list-style-type: none"> <li>1. Divide them into groups</li> <li>2. Present the facts that the participants know about child rights through discussions</li> <li>3. Make them read articles on child rights and express views, understanding them.</li> </ol>				
understand about the concept of child rights and act accordingly	<p>-Got knowledge on child rights and their responsibilities.</p> <p>-knew what to do when the rights are violated.</p> <p>- know their duties and responsibilities that enable the children to experience their rights</p>	<ol style="list-style-type: none"> <li>1. Give appropriate topics for group discussion</li> <li>2. Identify the responsibilities of the society, parents and teachers and list them out.</li> <li>3. Plan the activities they have to carry out and present them</li> </ol>				



# Unit - 9

## Child abuse and gender equality

### 9.1 Introduction

The Child Convention of the UN emphasizes on equal opportunities to all the children and to treat them equally. They have to be given equal rights, despite their gender differences, for a complete development. We are aware of the child abuse that happens in preschools too. Child abuse happens in many ways. The affected children face physical, mental and social issues. There is a close connection between child abuse and gender discriminations. The difference shown in the Preschools itself plays a role in child abuse. Therefore, it's important for the Preschool Management Committees to have knowledge on gender equality and child abuse, and also the capacity to implement measures to minimize the abuse or prevent them. It will pave way to prevent child abuse and identify more defence techniques.

Objective	learning Outcomes	Activities	Resources	Method	Duration	Evaluation
understand clearly about gender and gender equality	understood about the importance of maintaining gender equality and the benefits if done so.	<b>Step 1</b> Group the participants according to the number <b>Step 2</b> Guide them to list out the suitable topics for men and women on jobs, responses and nature, after discussing in the groups; give them	Multimedia Laptop Flipcharts poster poster paper Marker Penal Board	Group discussion  Group Presentation	2 Hours	Observation

		<p>display cards to note down</p> <p><b>Step 3</b></p> <p>Present them in the class</p> <p><b>Step 4</b></p> <p>The trainer will clear the concept regarding gender, encouraging the discussion.</p> <p><b>Step 5</b></p> <p>Give opportunity to discuss on gender issue when guiding the Preschoolers.</p> <p><b>Step 6</b></p> <p>Presentation</p> <p>Summary of the discussion</p>				
Learn clearly about child abuse and its types	The Preschool Management Committees knows the concept of child abuse and its types.	<p><b>Step 1</b></p> <p>Make them recollect their childhood and think about the happy and negative aspects.</p>	<p>Multimedia</p> <p>Laptop</p> <p>Flipcharts</p> <p>poster</p> <p>poster paper</p> <p>Marker</p> <p>Penal Board</p>	<p>Group discussion</p> <p>Group Presentation</p>		



		<p><b>Step 2</b> Share the thoughts in pairs.</p> <p><b>Step 3</b> Allow them to share in the class.</p> <p><b>Step 4</b> The resource person explain about child abuse.</p>				
Identify the instances of child abuse and safety measures will be taken by the parents, teachers and the society to protect the children	get the knowledge how to protect from child abuse and learn about the roles of the teachers and parents in protecting the children from child abuse Realized the misunderstanding concepts of sexual abuse and have clear understanding about child abuse.	<p><b>Step 1</b> Group the participants according to the number. Guide them to discuss on the dangers and the solutions.</p> <p><b>Step 2</b> Presentation and discussion.</p> <p><b>Step 3</b> The trainer present the summary of the discussion and provide additional details too.</p>	Multimedia Laptop Flipcharts poster poster paper Marker Penal Board	Group discussion  Group Presentation		

Violence against children, ignoring, negligence, avoidance, discrimination, exploitation, commercial utilization and misguidance in wrong paths come under child abuse.

#### **Emotional abuse**

- Scolding
- Ignoring
- Hurting verbally
- Threatening
- Insulting
- Using inappropriate words (fool, useless, cry baby ...)

#### **Kinds of Child abuse**

- Physical abuse
- Sexual abuse
- Mental abuse
- Ignoring
- Torture

### **9.4 Illusions about sexual abuses (wrong opinions)**

- It's only the girl children affected by sexual abuse or improper sexual relationships.
- Pretty girls only get affected by sexual abuses
- The homosexual men only abuse the men
- Most of the abuses are done by strangers
- The abusers are ugly in appearance
- It happens only in the families of less privileged
- It never happens in my family or to my child
- My child will tell me if any of such incidents happen
- The abused child will become an abuser later in life
- We don't need to complain about the abuse, someone will do it for us
- It's better not to talk about abuse with the children, as they will get scared about it



## The role of parents in protecting the children

- Be open to the children – listen to them, look at their faces while talking, smile, be in touch with the school, observe their daily activities.
- Teach them the good touch and the bad touch
- Teach them that it is not wrong to say No and Can't
- Teach them which are improper secrets; who are dangerous and self defence
- Teach them to tell names, remember telephone numbers and use a phone
- Teach them not go with strangers
- Give them confidence to share any uncomfortable feeling; teach them to be vigilant even if the driver is known person, explaining about the dangers
- Teach them self defence methods
- Maintain good relationship with the friends and the parents of the child
- Check if they are associating with same age children
- Instruct them not to be in isolated areas
- Tell them to inform if a stranger is observing or following
- Not to accept any sweets from strangers, if it's from a known person accept it after getting permission from the parents
- If the child goes alone, then the parents to accompany; tell them about the safe places
- Tell them not to go alone
- Not to be deceived trusting the reputation of the Preschool and school
- Not to go out of the Preschool before closing time
- Supervise internet browsing

'It's not only talking about abuse and creating awareness on abuse prevent it, but also bringing it out openly will do the same' - **Chris Whity**

# Unit - 10

## Health and hygiene consisting of the local products for the Preschoolers

### Introduction

Health and hygiene of the children become important in building up a healthy and efficient community. Nutritional conditions are the main factors that affect the children in Sri Lanka. Malnutrition is a serious issue in the country. Anaemia is common in children.

Obesity is also a threat nowadays. It's seen increasing constantly. Obesity is one of the main causes for non infectious diseases. Lack of physical exercise, unhealthy food habits, tobacco and liquor are the main causes for infectious diseases.

It's important to know what to eat to be healthy, because it's a fashion now to consume modern, imported and expensive food that are unnecessary. We consume those modern foods instead of the ones that can be produced locally. Therefore, it's essential to create awareness on appropriate meals and healthy eating habits.

Objective	learning Outcomes	Activities	Resources	Method	Duration	Evaluation
Introducing healthy food and hygienic habits at home and Preschool.	The Preschoolers have to record their weight. Should do it with the help of the Health Officers and the Family Welfare Officers.	<b>Step 1</b> Group the participants. <b>Step 2</b> The groups are to: 1 List out the daily meals. 2 List out the local products and the modern expensive food. 3 List out the nutrients that are found in our food.	Poster Papers Marker Flipcharts Multimedia	Group Work Discussion Lecture Analysis	1 Hour and 30 Minutes	Observation
Identify the food that are important for the growth and health of the children	Measures to be taken to solve the Child Health Development Ratio problem					



Introducing the food chart for the children	Eat locally produced food instead worthless food. The Parents participate in the programme with concern and care.	<b>Step 3</b> Displaying the listed out food items and explain about them.				
Learn about the diseases that affect the children	The Management Committee should administer the nutritional conditions of the children with the help of the Health Officers	<b>Step 4</b> The trainer will choose the food from the lists presented and advise about the CHDR, explaining what we can consume and their nutritional values.				
Learn about the non infectious diseases and the factors that cause them	Obesity is taken into great consideration. Personal hygienic practice are maintained at home and Preschools.	<b>Step 5</b> Introduce the record of child's healthy growth and the table for CHDR.				
Learn about the diseases and the factors that cause them during monsoonal seasons and disasters	Protect children from diseases. Use MIS during disasters. Save them if the children are affected by diseases, despite all the measures taken.	<b>Step 6</b> presentation and discussion Summary and Conclusion				

# Unit - 11

## The Documents maintained in Preschools

### Introduction

As an organization the Preschools have to maintain documents and they are important for a preschool to function successfully. When they are utilized properly the individuality, stability, tradition, history, development and the skills of the children of the Preschool are also maintained well. The documents have to be maintained daily and also to be updated regularly. If the Management Committee clearly knows about documentation they will be enabled to serve for the betterment of the Preschool and the development of the children. Further, the documents can be utilized for the Management Committee to maintain relationship with the other organizations and have proper plans. They render their service well; and also the parents.

Objective	learning Outcome	Activities	Resources	Methodology	Duration	Evaluation
Identifying the documents to be maintained in the Preschool.	Parents work collective responsibility to maintain the documents. Curricular activities are order.	<b>Step 1</b> Introduction. Discuss on the question why documentation is important. <b>Step 2</b> Give participants display cards and ask them to write about one documentation and present.	Multimedia, Laptop, poster paper, Flannel board, Bristol board, a pair of scissors, marker, painting sticks, thump pin, cello tape and a copy of the constitution, Document books.	Group method, Presentation, Discussion, Sharing the experience.	40 Minutes	Group contribution, Observation.



		<p><b>Step 3</b> Compare it with the standard list of documents and add the ones that aren't mentioned.</p> <p><b>Step 4</b> List out the documents for the children, teachers and the Preschool.</p> <p><b>Step 5</b> Summary Presentation of all the model documents.</p>				
Recording the documents and updating them.	Added the new information.	<p><b>Step 1</b> Introduction Remind about Activity 1.</p> <p><b>Step 2</b> Presentation of the models of entering the documents and updating them.</p> <p><b>Step 3</b> Summary Presentation of model minutes of the meeting Reading it.</p>	Multimedia, Laptop, poster paper, Flannel board, Bristol board, a pair of scissors, marker, painting sticks, thump pin, cello tape and a copy of the constitution, Document books.	Group method, Presentation, Discussion, Sharing the experience.	10 Minutes	Group contribution, Observation.

# Unit - 12

## Conducting Meetings and Report writing

### Introduction

Meetings are important for the selection and the function of the Management Committee. Main decisions are made at the meetings. The support from the relevant parties for the development and activities of the Preschool can be achieved through the meetings. The Annual General Meeting should be held from 1<sup>st</sup> of January to 31<sup>st</sup> of March every year and the Management Committee should be elected at the AGM. Special General Meeting can be organized if the need arises. Management Committee meetings should be held monthly.

As the decisions taken at the meetings are documented in the Minutes when they are implemented it's easy to maintain the efficiency and productivity of then preschool. The Minutes are an important document in a Preschool. The Management Committee can lead in a positive path with the help of the Minutes. The Minutes enable the Management Committee to be transparent to the parties they are working with. Therefore they should be prepared properly.



Objective	Learning Outcomes	Activities	Resources	Methodology	Duration	Evaluation
Learn about documentation and Minute recording.	Meetings conducted properly in preschools. The skills and personality of children are developed.	<p><b>Step 1</b> Introduction Why the Meetings are important? Why the Minutes are important? Discussion</p> <p><b>Step 2</b> Give the participants display cards and ask them to write about the points for the Minutes and present them. Discuss about the points for the Minutes writing and list them out.</p> <p><b>Step 4</b> Summary Presentation of model Minutes and reading it. Implement the decisions taken. Make sure that the alternate activities are carried out.</p>	Multimedia, Laptop, poster paper, Flannel board, Bristol board, a pair of scissors, marker, painting sticks, thumb pin, cello tape.	Group method Discussion Presentation Discussion	30 Minutes	Observation

# Annex

## Annex 2.1

**Generally the school environment should be raised in standard when the readiness is concerned. They are:**

- i) Sufficient physical facilities for the children get admitted. (building, space, play area, play materials, enough chairs, toilet facilities – for both the genders)
- ii) Meeting with the parents
  - Should be organized before the admission of the children.
  - Traditions of the school, rules and regulations, uniform, food habits, procedures of the schools, discipline, school bag, free materials, things to be brought and water bottle should be discussed at the meeting
- iii) Activities for the children to be adapted to the school environment
  - The children inspect the school, to be safe (Principal's office, Toilet)
  - Give chance to mingle with other children and teachers
- iv) Appoint the right class teacher (35 children). The teacher should multi talented (positive attitude, dancing, singing, good relationship with the parents, communication skills, loving, caring, protective, concern, planning, constant learning and children's rights).
- v) The classroom should be appropriately located with safe play area.
- vi) Display facilities, learning and teaching tools
- vii) Curriculum, sufficient free materials, detailed work plan, students' registers
- viii) Efficient teaching activities; enough time allocation (involvement, the children interaction, planning, assessment, evaluation, practices, revision, encouraging techniques).
- ix) Using proper teaching methodologies (play, activity, group participation, demonstration and practical).



## Annex 2.2

### Responsibilities of the parents

- **Gender equality, children's rights, safety measures**

1. Let the children do their work on their own (self assistance)
2. Help them to stay away from home for a few hours
3. Allow them to play in harmony
4. Listen to them and make them listen to you.
5. Give them chances to express their feeling.
6. Make learning environment at home (enough toys, allow them to draw, tear and practically learn, allow the play with sand and water, make them work with the parents and observe the work).
7. Let them gain learning experiences (storytelling, singing, dancing, writing practice, proper speech skills, answer questions, hygienic habits, follow traditions, moral development, understand the environment, concerned about the society and concept of numeracy)
8. Spend time with children
9. Appreciate them
10. Teach them to help others
11. Send them to Preschools and schools at the right age.

## Annex 2.3

### Subject Survey 1

Vaddiveli has a Community Centre which runs a Preschool – Valarpirai. There were 30 children in the year 2018; 16 left and a new set of 16 joined. It's the responsibility of the Management Committee to include children and recruit teachers.

They analysed in the month December, in 2018, about admitting new students. Due to their effort a businessman from the area helped them to colour wash the Preschool. A parent helped to repair and paint the furniture. Two teachers prepared the detailed annual plan and got enough record books too. The new students were requested to come on the 25<sup>th</sup> December along with their parents. They went around the school. The children played in the play area. The parents got together and served the children. The children were happy together.

While the children were playing the parents attended a meeting in which they were briefed about the rules and regulations of the school; the uniforms were distributed and the commencement date was announced. The term began on the 2<sup>nd</sup> January, 2019. The Management Committee and the teachers were present in school before 7.30 a.m. the parents brought the children by 9 o'clock. They were greeted by the teachers. The new children were welcomed by the old students with garlands and taken to the Hall. There was a Cultural Show by the old and new students. The old students enjoyed singing and dancing wearing masks. The new children were delighted. Some of them joined the old students. Snacks were served, actually by a member of Management Committee. The vote of thanks was delivered by the Secretary of the Committee, who was a teacher too.

The children were present at school before 8.00am the following day. They were welcomed by the teachers and their food boxes and water bottles were kept in their places. The children were allowed to sit with their parents until the school began. The children gathered at 8.30am and prayed.

The teachers spoke to the children one by one and they were allowed to play with the toys the whole day. Some parents were helping the teachers. The children went back home at 11 o'clock happily bidding good bye to the teachers.

The children were seen learning in the classroom without the parents and fulfilled their needs with the help of the teachers.

1. What are the preparations made by the Preschool to receive the new children?
2. For which skills to be developed the chances given?
3. What was the contribution from the Management Committee?
4. What was the contribution from the families?



## Annex 2.4

### Assignment 1 :- Readiness of the Family

How the families can contribute in the preparation (readiness) of the Management Committee?

### Assignment 2 :- Readiness of the School

What are the activities of the school in which the child is admitted, for the success of the school?

### Assignment 2 :- Readiness of the Children

The basic skills a child, who is going to Grade 1, should have to be successful in the Formal School.

## Annex 8.1

### Case studies

1. The 8 year old Chithran lives with his father and stem mother. He gets a sister months back and he doesn't want leave the pretty baby sister even for minute; so not interested to go to school and avoided going so. The step mother too doesn't want him to go to school as she needs a hand from Chithran to look after the baby. After some time the class teacher comes home to meet him. The step mother says that he can't come to school as he is busy looking after the sister. None of the advice from the teacher works positively, thus disappointedly returns unfruitful.
2. Vethiyan is 12 years old and has lost his father. He stops going to school after the demise of his father. There's no one at home except the mother to help him. She helps at others' houses in the village and earns as a breadwinner and raises her son too. He wants to work to help his striving mother. A boss comes in search of a worker and Vethiyan ends up going with him. The boss gives him the job to maintain the garden, and pays him monthly 600/= which Vethiyan sends to his mother and lives happily at his working place.
3. Hamsayini is now five years old who has joined the Preschool at three. She hasn't been to school for the past two weeks. Reason isn't known for being absent. Noticing the irregularity in the child's attendance the class teacher contacts the parents, who haven't responded positively. The teacher accidentally meets the father, one day, in the vicinity of the school. So she pleads the father to send the child to school. The firm response from the father, 'If you teach the child to write, I will send her to school.' He never accepts the teacher's explanation about the Preschool system and also not interested in sending Hamsayini to school, leaving the teacher to ponder on alternate ways to bring her back to school.
4. Rani is 5 years old and very interested going to Preschool. She takes part in all the sports and cultural activities in the school with much interest; yet has been less active in the past few weeks. She now prefers to stay home. One day, after school, she starts to cry once coming back from school. She doesn't know any other way to express her fear and sorrow. After the great effort of the parents, she reveals whimpering, that the elder boy from the neighborhood who takes her to school has hit in anger. As she likes the boy she couldn't tell why he has hit her. She couldn't explain which is right and which is wrong, and kept on crying. It took a while for the parents to understand the situation!

## Reference

1. முகாமைத்துவக்கொள்ளைகள் ஓர் அறிமுகம், பேராசிரியர் சோ. சந்திரசேகரம், முனைவர் மா. கருணாநிதி,
2. கல்விச்சமூகவியல், பேராசிரியர் முனைவர் சபா.ஜெயராசா.
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