



## Research Article

# Perception of Preschool Teachers About the Outcome of Preschool Activities Conducted by Them in Line with Nep 2020

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## ABSTRACT

Early childhood education plays a pivotal role in shaping a child's development, particularly between the ages of 3 to 6. This research investigated preschool teachers' perceptions of the outcomes of various preschool activities aligned with the National Education Policy (NEP) 2020. A purposive random sample of 20 preschool teachers from *Parbhani* city participated in the study. Data were collected through structured and open-ended interviews. According to preschool teachers, activities conducted contribute development of various domains differently. Physical-motor, intellectual, and socio-emotional development are the most prominently supported areas, particularly through activities such as outdoor play, story narration, science experiences, and music and dance. Outdoor activities are associated with physical and motor development and also ensure happiness in children. The use of story narration and dramatization activities is extremely important for socio-emotional, language development. These activities also develop children's insight into different cultures and a sense of the common good. It is seen that moral and value orientation is possible through story narration, field trips. It is also analyzed that there should be a change introduced to traditional activities to focus on moral development, values, and cultural fitness. It is necessary to orient teachers about the various outcomes that can be attained with the help of activities conducted by them and different ways for conducting those activities to reach maximum benefits for children. The study recommends further orientation for teachers to enhance their understanding of holistic child development, aligned with NEP 2020.

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**KEYWORDS:** Child development, NEP 2020, Outcomes, Preschool activities, Teachers' perception.

## 1. INTRODUCTION

Early childhood education (ECE) plays a pivotal role in laying the foundation for lifelong learning and development. An experience child gets during preschool activities are crucial for cognitive, physical, emotional, and social growth. As per the National Curriculum Framework (NCF, 2005), early childhood care and education (ECCE) aims to provide experiences that

foster holistic development, preparing children for formal education and social engagement. The NEP 2020 further emphasizes the importance of early education in shaping well-rounded, responsible, and empathetic individuals. Activities highlighted in NEP 2020 are sensory play (experience-based activities, Story Telling, Arts and Crafts, Music and Movement, Gross and fine motor activities, puzzles, Nature activities,

reading time, Group activities, relaxation activities, cooking, reading time). However, the impact of preschool activities on various developmental outcomes remains underexplored. Therefore, this study seeks to assess preschool teachers' perceptions of the developmental outcomes achieved through preschool activities.

### Concept of Activities in Preschools

In preschools, activities refer to structured and unstructured tasks or exercises designed to promote the development of young children (typically aged 3 to 6 years). These activities are intended to engage children in learning, play, and social interactions, with a focus on enhancing various developmental areas such as cognitive, physical, emotional, social, and language development. Activities can be categorized into different types, including:

1. Educational Activities: These focus on intellectual development and may include games or exercises related to numbers, letters, shapes, colors, and basic concepts like size and patterns (Berk, 2013).
2. Creative Activities: These include arts and crafts, music, and dramatic play, encouraging children to express themselves, develop fine motor skills, and explore imagination (Whitebread, 2012).
3. Physical Activities: These activities, such as running, jumping, or obstacle courses, help children build physical strength, coordination, and spatial awareness (Pica, 2011).
4. Social Activities: Group games or interactive play promote teamwork, communication skills, and the ability to share, negotiate, and collaborate with others (Zigler & Bishop-Josef, 2006).
5. Sensory Activities: These activities involve the use of the five senses (sight, touch, smell, taste, and hearing), often through hands-on play with materials like sand, water, or textured objects. These activities promote sensory exploration and cognitive development (Ginsburg, 2007).

### Outcomes or effectiveness of Preschool Activities on Children:

The effectiveness of activities in preschool settings lies in their ability to foster well-rounded development. The outcomes of the activities are also based on the level of planning and the involvement of the preschool teachers. Below given is the breakdown of how various activities impact preschool activities observed by different authors.

1. Cognitive Development: Activities like puzzles, games, and reading help children develop problem-solving skills, memory, and basic literacy and numeracy. These early cognitive experiences lay the foundation for later learning (Berk, 2013).
2. Language Development: Through storytelling, songs, and conversations, children expand their vocabulary, improve their communication skills, and learn how to use language effectively. Activities that encourage dialogue also build listening and comprehension skills (Whitebread, 2012).

3. Social and Emotional Development: Group activities teach children to work together, share, and resolve conflicts, contributing to better emotional regulation and social competence. When children play with others, they learn empathy, cooperation, and turn-taking, which are crucial for emotional intelligence (Ginsburg, 2007).
4. Physical Development: Physical activities like running, climbing, and dancing help children develop gross motor skills, balance, and coordination. Fine motor activities, such as drawing, cutting, or stacking blocks, refine small muscle movements (Pica, 2011).
5. Creativity and Imagination: Creative activities like painting, role-playing, and building allow children to use their imagination, enhance problem-solving skills, and express their emotions. These experiences also stimulate curiosity and innovation (Zigler & Bishop-Josef, 2006).
6. Independence and Self-Esteem: Activities that allow children to make choices or work on tasks independently promote self-confidence and autonomy. Completing a task, such as putting together a puzzle or finishing a drawing, boosts a child's sense of accomplishment (Berk, 2013).

In conclusion, activities in preschools are a crucial component of early childhood education, contributing to the holistic development of children. When designed appropriately, these activities foster cognitive, emotional, social, and physical skills that serve as the foundation for future learning and growth. The effectiveness of these activities is seen in their ability to engage children in a dynamic and enriching learning environment (Berk, 2013; Ginsburg, 2007; Pica, 2011; Whitebread, 2012; Zigler & Bishop-Josef, 2006).

Therefore, preschool education is very important for every child for their wholesome development and this education is provided by preschool teachers with the help of different activities in class and outside of the class. So, it is important to know the various activities conducted by preschool teachers in their preschool classes and also understand their perceptions of the outcomes of those activities on preschoolers.

## 2. METHODOLOGY

The activities conducted is the one of the major parameters of effective teaching to preschool children. The aim of the research is to explore the understanding of outcomes of activities conducted by teachers in and outside of the class.

A purposive random sampling technique was employed to select 20 preschool teachers from different areas of *Parbhani* city of Maharashtra. After obtaining consent from participants, data were collected through a structured and open-ended interview schedule. The interview focused on understanding teachers' perceptions about different outcomes of various preschool activities conducted by them with preschool children. Data were analyzed qualitatively, and results were tabulated for further discussion.

### 3. RESULTS

**Table 1:** Teachers' Perception towards Outcome of Activities Conducted.

Areas of Outcome	Outcomes reported in terms of percentage					
	Painting	Origami and craft	Clay modeling	Rangoli making	Scribbling	Collage making
Physical-motor development	100	100	100	100	100	100
Intellectual development	80	90	80	80	20	80
Socio-emotional development	70	40	00	00	60	00
Speech and Language development	20	30	00	00	00	00
Moral Development	00	00	00	00	00	00
Knowledge about the ecosystem	50	70	00	00	00	60
Values-oriented activities	00	00	00	00	00	00
Entertainment / Happiness activities	60	50	00	00	00	00
Common/ Good activities for responsible citizenry	00	00	00	00	00	00
Openness to diversity	00	20	40	30	20	00
Orientation to Multiple Languages	00	00	00	00	00	00
Orientation to Dialects /Local language	00	00	00	00	00	00
Culturally fit activities	00	00	00	00	00	00

**Continue...Table 1:** Teachers' Perception towards Outcomes of Activities Conducted

Areas of Outcome	Outcomes reported in terms of percentage						
	Outdoor play	Story narration and Dramatization	Music and dance	Self-help activities	Science experience	Indoor play	Field trip
Physical-motor development	100	100	100	100	100	100	100
Intellectual development	70	80	50	40	100	30	70
Socio-emotional development	80	100	80	20	30	10	20
Speech and Language development	30	100	50	20	30	20	80
Moral Development	00	100	40	30	00	00	10
Knowledge about the ecosystem	40	70	20	20	30	20	80
Values-oriented behaviors	00	100	00	00	00	00	10
Entertainment / Happiness activities	100	80	100	10	10	60	70
Common/ Good activities for responsible citizenry	00	100	00	30	00	00	30
Openness to diversity	10	30	20	00	00	10	70
Use of Multiple Languages	10	70	20	00	00	00	00
Orientation to (Dialects /Local language)	10	90	20	10	00	00	70
Knowledge of Culture	00	100	30	00	00	00	00

### 4. DISCUSSION

This section presents the analysis and interpretation of the two sets of data regarding the perceived effectiveness of different activities in fostering various developmental domains for preschool children. The two tables include the percentages of different activities contributing to various developmental outcomes, as perceived by teachers. These results help assess the role of these activities in promoting physical-motor, intellectual, socio-emotional, and other developmental domain.

**Physical and Motor Development:** Both sets of data indicate that physical-motor development is strongly supported by nearly all the activities listed. In Table 1, every activity, including Painting, Origami and Craft, Clay Modeling, Rangoli Making, Scribbling, and Collage Making, contributes 100% to physical-motor development. Similarly, in Table 2, all activities, such as Outdoor play, Story narration and dramatization, and Music and dance, are perceived as equally

effective in enhancing physical-motor skills. From the obtained result, it is clear that teachers perceive hands-on and physically engaging activities, including creative and play-based tasks, as crucial for promoting motor skills. Activities such as outdoor play and music and dance likely involve physical movement, coordination, and fine motor skill development, which are essential for young children. The consistency across both tables highlights the importance of active, kinesthetic learning in fostering physical-motor growth in preschool-aged children.

**Intellectual Development:** In Table 1, activities like Origami and craft (90%), Painting (80%), and Collage making (80%) are perceived as strongly supporting intellectual development. In Table 2, Science experience (100%), Story narration and dramatization (80%), and Field trip (70%) are seen as key contributors to intellectual growth. Creative activities such as Origami, Painting, and Collage making are recognized for their ability to foster cognitive skills, such as problem-solving,

creativity, and critical thinking. Moreover, experiential activities like science experiences and field trips are seen as highly effective in stimulating intellectual curiosity and providing real-world knowledge. Story narration and dramatization are also effective in enhancing intellectual skills through language development and imagination. These findings highlight the importance of both creative and experiential learning in promoting children's intellectual growth.

**Socio-Emotional Development:** Table 1 showed that activities like Painting (70%) and Origami and craft (40%) contribute moderately to socio-emotional development. In contrast, Table 2 shows that Story narration and dramatization (100%) and Outdoor play (80%) are the primary activities enhancing socio-emotional growth. Teachers perceive Story narration and dramatization as highly effective in promoting socio-emotional development, likely because these activities involve role-playing, empathy-building, and emotional expression. Similarly, Outdoor play encourages social interaction and cooperation, which are fundamental for socio-emotional skills. Although creative activities like Painting and Origami show moderate contributions, their impact on socio-emotional growth is perceived as less significant. This suggests that activities involving social interaction and emotional expression are more strongly linked to socio-emotional development.

**Speech and language development:** In Table 1, activities such as Origami and craft (30%) and Painting (20%) have some impact on speech and language development. However, in Table 2, Story narration and dramatization (100%) and Field trip (80%) are recognized as highly beneficial for enhancing language skills. Story narration and dramatization are clearly seen as the most effective activities for speech and language development. These activities provide children with opportunities to practice language, expand vocabulary, and develop storytelling abilities. Field trips also contribute significantly to language development by providing real-world contexts in which children can engage in conversations and express their thoughts. Although creative activities like Painting and Origami offer some benefits in language development, they are less directly related to verbal communication, emphasizing the need for more interactive, language-rich activities.

**Moral Development:** Both tables show zero percentages for moral development across all activities, suggesting that teachers perceive these activities as having little or no impact on this aspect of child development. The absence of moral development outcomes in the activities could indicate that moral and ethical education is not a primary focus of these types of play and creative activities. It may be necessary to introduce more structured approaches or dedicated programs focused on instilling moral values, such as fairness, kindness, and respect, to supplement the existing activities.

**Knowledge of Ecosystem:** In Table 1, activities like Origami and craft (70%) and Collage making (60%) contribute to knowledge about ecosystems, albeit to a lesser extent. In Table 2, Science experience (100%) and Field trip (80%) are perceived as highly effective in promoting ecosystem knowledge. Science experiences and field trips are highly

regarded for fostering knowledge about the ecosystem, likely because they offer hands-on learning experiences related to nature and the environment. These activities allow children to directly interact with their surroundings, increasing awareness of ecological concepts. While activities like Origami and Collage making can incorporate natural materials and raise awareness of the environment, they are less directly related to teaching about ecosystems compared to more immersive experiences like field trips.

**Entertainment and Happiness activities:** In Table 1, activities like Painting (60%) and Origami and craft (50%) contribute to happiness. In Table 2, Outdoor play (100%) and Music and dance (100%) are seen as the primary activities fostering happiness and entertainment. It is evident that activities involving physical movement and self-expression, such as Outdoor play, Music, and Dance, are highly effective in promoting enjoyment and emotional well-being. These activities provide children with opportunities to express themselves, release energy, and have fun. Creative activities, while enjoyable, are seen as less directly contributing to entertainment, emphasizing the role of active and dynamic activities in fostering happiness.

**Openness to diversity:** In Table 1, Origami and craft (20%) and Clay modeling (40%) contribute to openness for diversity. In Table 2, Field trips (70%) are perceived as promoting diversity. Field trips are perceived as the most effective way to promote openness to diversity, likely because they expose children to new cultures, environments, and people, thereby broadening their perspectives. Origami and craft may also introduce cultural elements and global awareness, though their impact is less pronounced compared to more immersive experiences.

**Value-oriented activity:** Both tables show zero percentages for value-oriented activities, indicating that these activities are not perceived as effective in promoting values education. The lack of perceived impact on values-oriented activities suggests that these activities might not explicitly address moral or ethical teachings. While some of these activities may indirectly support positive values (e.g., cooperation, empathy), more targeted interventions may be needed to incorporate structured values-based learning into the curriculum.

In the study conducted by Tomaz, Z., Cagran, B., & Mulej, M. 2015 on preschool teachers and assistant preschool teachers regarding their opinion on the importance of educational fields, art genres, and visual art fields. In their descriptive and causal-non-experimental method as study, it was determined that the greater importance is attributed to movement and language, followed by nature, society, art, and mathematical activity as outcomes. And within art genres, the greatest importance is attributed to visual art and music, and the least to audiovisual activities. Within the visual arts, drawing and painting are considered to be the most important & sculpting the least. It is noted that activities such as visual arts, music, drawing, and painting are more important for preschool children and their learning in preschool.

Ne'matullah et al in the year 2024 investigated the perceptions of early childhood education (ECE) pre-service teachers about



the impact of outdoor learning on children's development. Specifically, it explores how outdoor learning affects children's cognitive, emotional, social, and psychosocial well-being. The study revealed that pre-service teachers hold positive perceptions regarding the benefits of outdoor learning. The results also show that outdoor learning helps children improve their cognitive abilities, such as problem-solving, creativity, and attention span, which comes under intellectual competencies. It also supports emotional development by reducing stress, boosting self-esteem, and fostering creativity. Additionally, outdoor learning is found to enhance social development, encouraging cooperation, language skills, and respect for others. Psychosocial well-being, including both emotional and social health, is positively impacted by outdoor learning experiences. The study provides important insights into how integrating outdoor learning into early childhood education can foster a more holistic approach to child development. The findings are particularly relevant for ECE contexts in Malaysia and other regions looking to incorporate more outdoor learning into their educational practices.

Irrespective of the type of preschool, step-up largely all teachers reported that children enjoy and learn faster through interactive activities. Also, children memorize learned concepts easily. It is prominently noted that children love to sing different songs, listen to stories, and play both indoor and outdoor games. Teachers also endorsed that through such activities and multiple outcomes can be gained. Such entertainment-oriented activities are enthusiastically enjoyed by children.

## 5. CONCLUSION

According to preschool teachers, activities conducted contribute development of various domains differently. Physical-motor, intellectual, and socio-emotional development are the most prominently supported areas, particularly through activities such as outdoor play, story narration, science experiences, and music and dance.

Outdoor activities are associated with physical and motor development and also ensure happiness in children. The use of story narration and dramatization activities is extremely important for socio-emotional, language development. These activities also develop children's insight into different cultures and a sense of the common good. It is seen that moral and value orientation is possible through story narration, field trips. It is also analyzed that there should be a change introduced to traditional activities to focus on moral development, values, and cultural fitness. Overall, dynamic and interactive activities are seen as most effective in fostering development, while more structured activities are recommended for moral and values-based changes. Outdoor and field trip activities are likely to boost knowledge about the ecosystem in preschool children

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