

NISHTHA FLN

National Initiative for School Heads' and
Teachers' Holistic Advancement
(Foundational Literacy and Numeracy)

Course: 05

Understanding 'Vidya Pravesh' and 'Balvatika'



Preface

Ensuring strong foundations in literacy and numeracy is vital for every child in school and throughout life. These foundation skills are the most reliable predictor of longer-term educational outcomes and personal and economic wellbeing. Thus, Targets 4.1 and 4.2 of Sustainable development goals state: “By 2030, ensure that all girls and boys must have access to quality early childhood development, care, and pre-primary education so that they are ready for primary education and also complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

The National Policy on Education (NEP, 2020) highlights that a large proportion of students currently in elementary school - estimated to be over 50 million in number - have not attained foundational literacy and numeracy, i.e., the ability to read and comprehend basic text and the ability to carry out basic addition and subtraction. NEP further recommends that attaining foundational literacy and numeracy (FLN) for all children will thus become an urgent national mission, with immediate measures to be taken on many fronts and with clear goals that will be attained in the short term (including that every student will attain foundational literacy and numeracy by Grade 3).

As per the recommendation of NEP, a National Mission on Foundational Literacy and Numeracy has been set up by the Ministry of Education, known as the National Mission on Foundational Literacy and Numeracy (NIPUN Bharat) for ensuring that every child in the country necessarily attains foundational literacy and numeracy by 2026-27. A comprehensive guideline has been issued for the implementation of the NIPUN Bharat mission by the Ministry of Education. The National Mission lays down priorities and actionable agendas for States/UTs to achieve the goal of proficiency in foundational literacy and numeracy for every child by the end of Grade 3.

Teachers are at the center of all the teaching -learning process therefore it becomes imperative that they are trained in creating learner centred, educationally stimulating, classroom environment using story based, toy based, art and sports based pedagogies which provides more experiential learning to children and makes teaching learning more participative. They also need to use research based pedagogies for teaching numeracy and literacy across curriculum and address multilingual classroom environment. Teachers also need to shift to competency based teaching learning and assessment methods. The Principals / Headmasters as leaders must also be trained to support the teachers. The NISHTHA (Foundational Literacy and Numeracy) focuses on all these important aspects through 12 Courses.

Introduction to FLN Mission - This course provides an introduction to the FLN Mission, NIPUN Bharat and the role of different stake holders.

Shifting towards Competency Based Education (CBE) - This course highlights the need for shifting towards CBE. It discusses the three developmental goals of FLN, the competencies of the three developmental goals and codification of learning outcomes as given in the NIPUN Bharat guidelines.

How Children Learn: Understanding Learner? - This course describes ways children learn, their learning needs, and the strategies to address them as children vary in cognitive abilities and styles that make them think and behave differently, analyse differently and make decisions accordingly.

Involvement of Parents and Communities for FLN - Community engagement is critical for achieving the FLN mission goals. This course describes how the partnerships of schools with parents, families and community can support learning by children. It suggests how to create and nurture these partnerships.

Understanding Vidya Pravesh and Balvatika - This course is describes the transaction process of '*Vidya Pravesh*' (school preparation course for initial three months Grade-I) and '*Balvatika*' programme (one year programme before Grade-I) which are meant to prepare children with cognitive and linguistic competencies that are pre-requisite for learning to read, write and develop number sense through a play-based approach.

Language and Literacy - The course apprise teachers about how children learn to read and write and develop their language skills in social and academic contexts and how the classroom assessment should be done.

Multilingual Education in Primary Grades - This course elaborates on the importance of including children's home languages in early years of learning, and what are some strategies that can be useful to facilitate that. We hope that this course helps you develop a positive attitude towards the use of children's home languages in teaching learning processes.

Learning Assessment - This course aims to help teachers to develop and enhance their knowledge in 'Assessment for Learning' and improve foundational literacy and numeracy skills of children through different methods of assessment.

Foundational Numeracy - This course helps teachers develop an understanding of the content knowledge, pedagogical processes and assessment in the area of foundational numeracy and mathematical thinking to form a strong foundations of numeracy among children.

School Leadership for Foundational Literacy and Numeracy - This course has been conceptualized for primary school heads and teachers with the prime objective of developing them as school leaders and teacher leaders who can lead their school for achieving foundational literacy and numeracy targets for children in the age-group of 3-9 years.

Integration of ICT in Teaching, Learning and Assessment - The course enables a teacher to understand the purpose of using technology, parameters to be considered for effective integration, and also to explore various possibilities of technology integration.

Toy Based Pedagogy for Foundational Stage - This course provides an overview of Toy Based Pedagogy across the Foundational Stage. This course focuses on helping the learner to explore their immediate environment and the world of toys, and games and practice the use of toys and games in classroom processes.

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COURSE 05

**Understanding
'*Vidya Pravesh*' and
'*Balvatika*'**

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COURSE OVERVIEW

Description of the Course

The course is designed to introduce the purpose and transaction process of Vidya Pravesh (school preparation module for initial three months of Grade-I) and Balvatika programme (one year programme before Grade-I), which are meant to prepare children with cognitive and linguistic competencies that are pre-requisite for learning to read, write and develop number sense through a play-based approach.

Keywords

NISHTHAFLN, CHILDREN, CHILDHOOD, EDUCATION, BALVATIKA, SCHOOL PREPARATION, MODULE, PLAY-BASED, QUALITY, FOUNDATIONAL STAGE, NEP-2020, ICT, VIDYA PRAVESH

Objectives

On completion of this course, the learners will be able to:


- Describe the aims and objectives of *Vidya Pravesh* and *Balvatika*.
- Describe Developmental goals and their interrelatedness.
- Describe ways to plan the weekly schedule.
- Plan age appropriate activities and experiences for children.
- Transact the activities and experiences in a joyful way.
- Track the progress of the children to support learning.



Course Outline

- Introduction to *Vidya Pravesh* and *Balvatika*
- Developmental goals
- Learning experiences related to developmental goals
- Designing *Vidya Pravesh* and *Balvatika* programme
- Important considerations for transacting learning experiences
- Tracking the progress of children





MODULE 1
Understanding
'Vidya Pravesh' and
'Balvatika'- Introduction



Module 1: Understanding 'Vidya Pravesh' and 'Balvatika' - Introduction

1.1 Introduction to *Vidya Pravesh* and *Balvatika*

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

https://diksha.gov.in/play/content/do_31341643488473907211332

Transcript

Dear learners,

We all know that the National Education Policy- 2020 advocates for the learning of children in continuum from preschool to early primary grades I and II known as foundational stage, i.e., from 3 to 8 years. It is important to nurture these early years because this is the stage when young brain develops at a rapid rate more than at any other stage in life. Their ability to grasp the concepts, learn new skills and develop socially and holistically is quick and fast. The NEP, 2020 has pointed out that a large proportion of children currently in primary schools are under learning crisis. Especially in terms of foundational literacy and numeracy due to lack of universal access to early childhood care and education. The policy advocates for the universal provisioning of quality early childhood development, care and education by 2030. It further recommended that prior to age of 5, every child will move to a 'Preparatory Class' or 'Balvatika' i.e. before Grade-I with a focus on developing cognitive, affective, and psychomotor abilities and also early literacy and numeracy. Till the universal provisioning of Early Childhood Care and Education is achieved, to ensure that all children are school ready, an interim 3-month play-based 'school preparation module' has been recommended. The

three month school preparation module under the Foundational Literacy and Numeracy Mission, i.e. NIPUN Bharat has been named 'Vidya-Pravesh'. The Mission aims to enable all the children to read with comprehension, independently write with understanding, understand the reasoning in domain of number, measurement and shapes, and also become independent in problem-solving. The purpose is to ensure that every child in the country, necessarily attains foundational literacy and numeracy by the end of Grade-III, and not later than Grade-V by 2026 and 2027. Accordingly, the 'Vidya Pravesh-Guidelines' developed by the NCERT has been launched by the Honourable Prime Minister during the celebration of one year completion of education policy. It is an attempt to make children learn necessary concepts and strengthen their skills vital to prepare them for Grade I. 'Vidya Pravesh-Guidelines' are aligned to the key competencies and the learning outcomes of Preschool III or Balvatika that is level-3 under NIPUN Bharat and are built upon three developmental goals. These developmental goals are directed towards maintaining good health and wellbeing of children, make them a good communicator, and also ensuring that they become involved learners and are able to connect with their immediate environment. This shows the interlinkage and interdependency of each domain of development and also helps children develop holistically. Also, an attempt has been made to address the inclusion and mainly in terms of gender and children with special needs or disabilities i.e., Divyang. The guidelines can be followed not only for the development of Vidya Pravesh Module but also 'Balvatika' programme. It is recommended that the programme should be designed and implemented for five days a week and four hours per day. However, in schools which function on Saturdays, the teachers may recapitulate the activities done and also plan for the next week. The focus of this module is to help you understand the aims and objectives of Vidya Pravesh and 'Balvatika' programmes; how to plan or design these programmes as per the need and context; development, planning and transaction process of the age appropriate activities and experiences for children; and also the tracking of children's progress. An exemplar Vidya Pravesh module has been prepared by the NCERT that focuses on the process of delivery of experiences to the children to make them learn necessary skills and concepts around all three developmental goals in play way and interactive manner where they get ample opportunities to explore the environment and phenomena around them and also participate and engage in learning. The module may also be treated as handbook or the guidelines to help in understanding the process of providing learning experiences to all the children in a joyful way. Everyone, including the parents would find the content that includes pedagogy, activities, illustrations, and worksheets easy to

understand and transact even when children are at home. The States, Union Territories, and schools are free to adapt or adopt it. Teachers may develop their own detailed set of contextualised activities and worksheets based on the key competencies given in this module leading to the achievement of learning outcomes. They are also expected to follow the pedagogy and the process of transaction given in this module at least till Grade-III to make sure joy in learning continues. It is hoped that this module would be helpful to the teachers and those who are involved in shaping the lives of young children.

You can access the 'Vidya Pravesh-Guidelines' and the 'Module' using the links given on your screen:

Vidya Pravesh- Guidelines: <https://ncert.nic.in/pdf/vidyapravesh.pdf>

Namaskar!

1.2 Format of *Vidya Pravesh* and *Balvatika*

The States/UTs are expected to prepare their own school preparation module that is 'Vidya Pravesh' for the initial three months of Grade-I and a one year programme (before Grade-I) i.e. Balvatika for their teachers. The following objectives of Vidya Pravesh and Balvatika must be kept in mind while developing the documents:

1. To promote school preparedness in all children coming to Grade-I from diverse backgrounds.
2. To ensure smooth transition of children to Grade-I.
3. To provide play-based, age and developmentally appropriate learning experiences in a joyful and stimulating environment leading to holistic development.
4. To prepare children with cognitive and linguistic competencies, which are a pre-requisite for learning to read, write and develop number sense through a play-based approach.

These documents should have a brief introduction to the programme; guidelines for planning and transaction of the programme including planning of activities, tracking children's progress or assessment, involving parents and communities in the learning of children, addressing inclusion of children with disabilities (Divyang), development of day-wise weekly schedule, and ways to implement the daily or routine activities. There should be a set of age and developmentally appropriate activities aligned to the three developmental goals to promote holistic development of children with specific reference

to prepare them with cognitive and linguistic competencies. These are prerequisites for learning to read, write and develop number sense through a play-based approach. Developmental goal-wise, supporting illustrations for picture reading or discussion, and worksheets should also be a very interesting part of the programme. These are meant to be given to the children, after they have sufficient opportunities to play with concrete objects or toys and play-based activities. The focus should be on developing key competencies required for supporting learning at the preparatory stage. Therefore, all the activities, illustrations, and worksheets should be key competency based, leading to the achievement of learning outcomes in a joyful learning environment. Apart from this, the programme needs to be supported with detailed learning outcomes of the FLN Mission as reference, day-wise weekly schedules, suggestive list of material for each activity or interest area, exemplar stories, glossary of important terminologies used, and the exemplar assessment formats to track the progress of children at different intervals.

1.3 Activity 1: Do It Yourself

Read the following two sections of NEP-2020

- ▲ Early Childhood Care and Education: The Foundation of Learning
- ▲ Foundational Literacy and Numeracy: An Urgent and Necessary Prerequisite to Learning

Now, write the recommendations and main features given in NEP-2020 for the development of the following two documents listed in the box below:

Documents	Recommendations and main features as per NEP-2020
Three-month play-based school preparation module for Class I children (<i>Vidya Pravesh</i>)	
<i>Balvatika</i>	



MODULE 2

Developmental Goals

Module 2: Developmental Goals

2.1 The Developmental Goals

NEP-2020 focuses on the holistic development of children. This includes development of physical-motor, socio-emotional, literacy, numeracy, cognitive, spiritual, moral, and art or aesthetic sense. The purpose of Vidya Pravesh and Balvatika programmes is to facilitate optimum development of children under these aspects to its fullest. These developmental aspects, which are inter-related and inter-dependent make children competent to deal with complex life situations. All these domains have been subsumed into three major developmental goals, each having different aims that are directed towards the holistic development of children. This section will help you understand each of these developmental goals and related activities.

Developmental Goal 1: Children maintain good health and well-being

We all know that the foundational years are critical for the health and wellbeing of children. It includes the physical, social, mental, and emotional aspects of their personality. Their response to the environment, people and experiences is also determined and strengthened by their sound health and wellbeing. It also helps them cope with new, challenging or stressful situations. Therefore, this developmental goal continues to provide experience for physical and motor development; socio-emotional development including pro-social behaviour such as caring, sharing, helping, etc; nutrition; hygienic practices; sanitation and safety throughout the foundational years and later are included. The activities and experiences under this developmental goal is covered under broad key competencies like awareness of self and development of positive self-concept, self-regulation, decision-making and problem solving, development of pro-social behaviour, development of healthy habits, hygiene, sanitation, and awareness for self-protection, development of gross motor skills and participation in individual and team games and sports, and the development of fine motor skills and eye-hand coordination. Some of the learning outcomes associated with the above said competencies are: expression of self and environment through verbal and non-verbal modes (gestures, drawings), carrying out activities independently, completing activities related to gross motor and fine motor skills, maintaining and displaying basic hygiene, sanitation and health practices with increased independence, following basic rules, demonstrating awareness about good touch and bad touch, demonstrating sensitivity and acceptance towards

others from diverse backgrounds, focusing attention to complete tasks, making choices and taking responsibility for those choices, helping peers and others, suggesting solutions to problems and making age appropriate adjustments, exploring space and activity and participating creatively in various activities.

Developmental Goal 2: Children become effective communicators

Children's ability to communicate helps them to express themselves, understand others, think critically, solve problems, and maintain relationships. Learning to understand, use and enjoy speaking in any language is a critical first step in literacy, and the basis for learning to read and write. As young children begin to talk to others, spend time with books and experiment with different writing tools for drawing and scribbling, they learn to become effective communicators. When adults provide children with opportunities to talk and participate in meaningful reading and writing activities, they support the acquisition of language and literacy. To engage and interact meaningfully with children, teachers need to have a basic understanding of early language learning and recognise the learning potential of the children in the classrooms. The programmes for foundational years should provide opportunities to develop emergent and foundational literacy skills, which enable children to successfully learn to talk and listen, read with comprehension and write with purpose. Key competencies such as engaging in conversation with others, expressing interest in stories and poems/rhymes, reciting poems with proper intonations, modulations and actions, narrating stories, reading with understanding of print awareness, taking interest in writing, using language(s), attempting scribbling, drawing, and writing with increased precision are expected to be achieved by the children.

Developmental Goal 3: Children become involved learners and connect with their immediate environment

By the time children are five to six years old, they already have some knowledge and experience of numbers, shapes, colours, patterns, space, etc. from their social environment. They might have seen numbers, calendars, calculators, clocks, letters, symbols and possess a repository of rhymes, songs, and stories. They will have also engaged in several tasks and games involving numeracy like stacking blocks, rings, stones, etc. in order, with the biggest at the bottom and the smallest at the top, grouping and sorting objects/ blocks/toys, etc. All these experiences help in the development of senses in children. Sensorial perceptions naturally dominate a child's mind in the early years. Thus, further learning should be based on their natural learning abilities by providing opportunities that are appropriate for their development. They should be allowed to explore and manipulate objects in the environment like touch and feel, listen to the sounds

of words representing objects that they hear, observe and see pictures of objects, recognise symbols in their daily play experiences, think and talk about what they are doing while problem-solving through mazes, puzzles, use of language, etc. Children are born with a natural curiosity and the innate potential to interpret and respond to the world. This gets strengthened through direct experience and interactions with the physical (water, air, seasons, sun and moon, day and night), social (me, family, transport, festival, community helpers, etc.) and natural environment (animals, fruits, vegetables, etc.). Early learning gets strengthened when they communicate with adults and interact with the immediate environment. Language also plays a very important role in helping children form concepts. This process later helps in learning Environmental Studies (EVS) as a subject. In Grade-I and II, environmental concepts are integrated with language and mathematics. Studies in cognition and neuroscience show that numeracy is an innate ability and early numeracy knowledge develops spontaneously in everyday contexts. It may be initially fragile and incomplete and may need to be supported. This support can come from peers, early educators, and parents/caregivers. The intuitive early numeracy skills like comparing, sharing, ordering, pattern making need to be supported by integrating them into everyday tasks. Designing specific learning experiences for association, counting, number sense, shapes, spatial sense, measurement, and patterns is also important. Explicit use of 'maths talks' in everyday interactions is also known to enhance foundational numeracy critical in paving the way for a smooth transition to schooling. Some of the learning outcomes related with Developmental Goal 3 are: using all the senses to explore the environment, describing specific aspects of immediate environment, demonstration of cognitive skills (such as comparison, classification, arrangement, explanations, problem-solving, etc.), demonstrating awareness towards environmental concerns, drawing inferences, etc.

2.2 Interrelatedness of Three Developmental Goals

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

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Transcript

Dr. Romila Soni: Let's understand how to plan play activities for the Developmental Goal 1 – i.e. "Children maintain good health and well-being". Just have a look at these activities and try to understand how the particular activity although planned for goal 1, but how it is also covering goals 2 and 3. In other words it would help you to understand how these three goals are interdependent and interconnected.

Look at these children and try to understand what they are doing and how they are learning and what developmental goals the activities are catering for...

Teacher (Priyanka): Vividh now I am going to throw this big ball catch

Vividh: I will throw you this big ball to you

Teacher (Priyanka): Yes, now one more time I am going to throw this small ball. Try to catch.

Vividh: Okay Now you can catch this small ball.

Teacher (Priyanka): Now vividh come here. Which one is the biggest ball?

Vividh: This one is the biggest ball.

Teacher (Priyanka): Yes, now which one is the smallest?

Vividh: This one is the smallest.

Teacher (Priyanka): Very good, this one is the big. This one is the...

Vividh: Small.

Teacher (Priyanka): Very good.

Dr. Romila Soni: So, you have seen how children enjoyed playing ball games for gross motor skills planned for Goal-1. Although it was planned for goal-1, but the child also learnt mathematical vocabulary; i.e. when the child was calling out the words big, small, smallest ball, biggest ball... also covering foundational literacy and numeracy. So, you have also touched Goal-2 "Children are effective communicators". The child also learnt the pre-number concept i.e. size and seriation with no efforts and in a fun and play way manner. So, in a fun way, you have also covered the Goal-3 -"Children are involved learners and connect with their environment". As the ball game activity covered the pre-number concepts under the foundational numeracy. Let's watch this very joyful musical activity where all the three goals are covered.

Hum aage aage aate hai

Hum aage aage aate hai.

Hum peeche peeche jaate hai

Hum peeche peeche jaate hai.

Aur phir hum ghoom jaate hai

Aur phir hum ghoom jaate hai.

Hum upar upar jate hai.

Hum upar upar jate hai.

Hum niche niche aate hai.

Dr. Romila Soni: Similarly, you can think about some story and link or plan the activities catering to all the three developmental goals. For example, tell children a story of "the pigeons and the hunter" and later do a dance drama or dramatization on the story where children can enact like pigeons and one child can become a hunter. This would help them to release their pent-up feelings as they act out the story.

- ▲ They learn also the new words.
- ▲ They will also learn about spatial sense during dramatization and role play.
- ▲ They will also learn about the values of "staying together" in a very easy way without you emphasizing on the moral of the story.

So, you will find that –

- ▲ Children are moving their bodies
- ▲ Learn socialization when work together
- ▲ Deliver the dialogues and express emotions
- ▲ Learn about spatial sense and also
- ▲ Learn counting when they are counting the number of pigeons

Think about more such activities, how you can make stories connected to all the three developmental goals. Let's have one more example of DIY toys i.e. do it yourself toys using waste materials. So kids, today we are going to make a DIY. Look at here ,what is this ?

Children: Giraffe

Teacher (Priyanka): Yes, we make this giraffe with the DIY. So you all are ready for this?

Children: Yes.

Teacher (Priyanka): You all are excited? Both of you excited?

Children: Yes

Teacher (Priyanka): So let's start. So this is a shoebox and this is what is this ? Look and tell me.

Children: Play cap

Teacher (Priyanka): Play caps. So, we can use as a wheel. Okay. So we will decorate it and how we decorate it, you decorate it with the help of..

Children: Paper

Teacher (Priyanka): Paper

Children: Colourful paper.

Teacher (Priyanka): Colourful paper.

Children: Yeah. I'll put it here. Then pull it.

Teacher (Priyanka): Yes. This is your wagon car.

Dr. Romila Soni : What the children have learnt from this activity?

- ▲ They have developed Fine motor skills.
- ▲ Imagination and Creativity.
- ▲ Language development.
- ▲ Math and related vocabulary.
- ▲ Working together which is very good for their well-being.

I hope now you understood about, how these three developmental goals are interconnected, interrelated and interdependent.

2.3 Activity 2: Check Your Understanding

Do the activity by scanning the QR code



or

Click on the link

http://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&id=1652

2.4 Developmental Goal 1 Related Learning Experiences

Let us understand the ways to promote language competencies:

- **Oral language:** In the classroom, it is important to expose children to language through listening and speaking. Allow children to express themselves using a mixture of languages. It is important to use the child's mother tongue/home language as a bridge to teach other languages. Focus on oral language development by providing many opportunities to talk with each other and express themselves such as:
 - » Conduct circle time activity to share children's experiences, feelings and ideas.
 - » Provide opportunities for free conversation, ask questions, and seek information.
 - » Sing rhymes, read aloud, play games, engage them in drama and dialogue.
 - » Enhance vocabulary by teaching them newer words and ways of expression.
 - » Acknowledge and promote as many languages as children bring to the classrooms.

- **Foundations of reading**

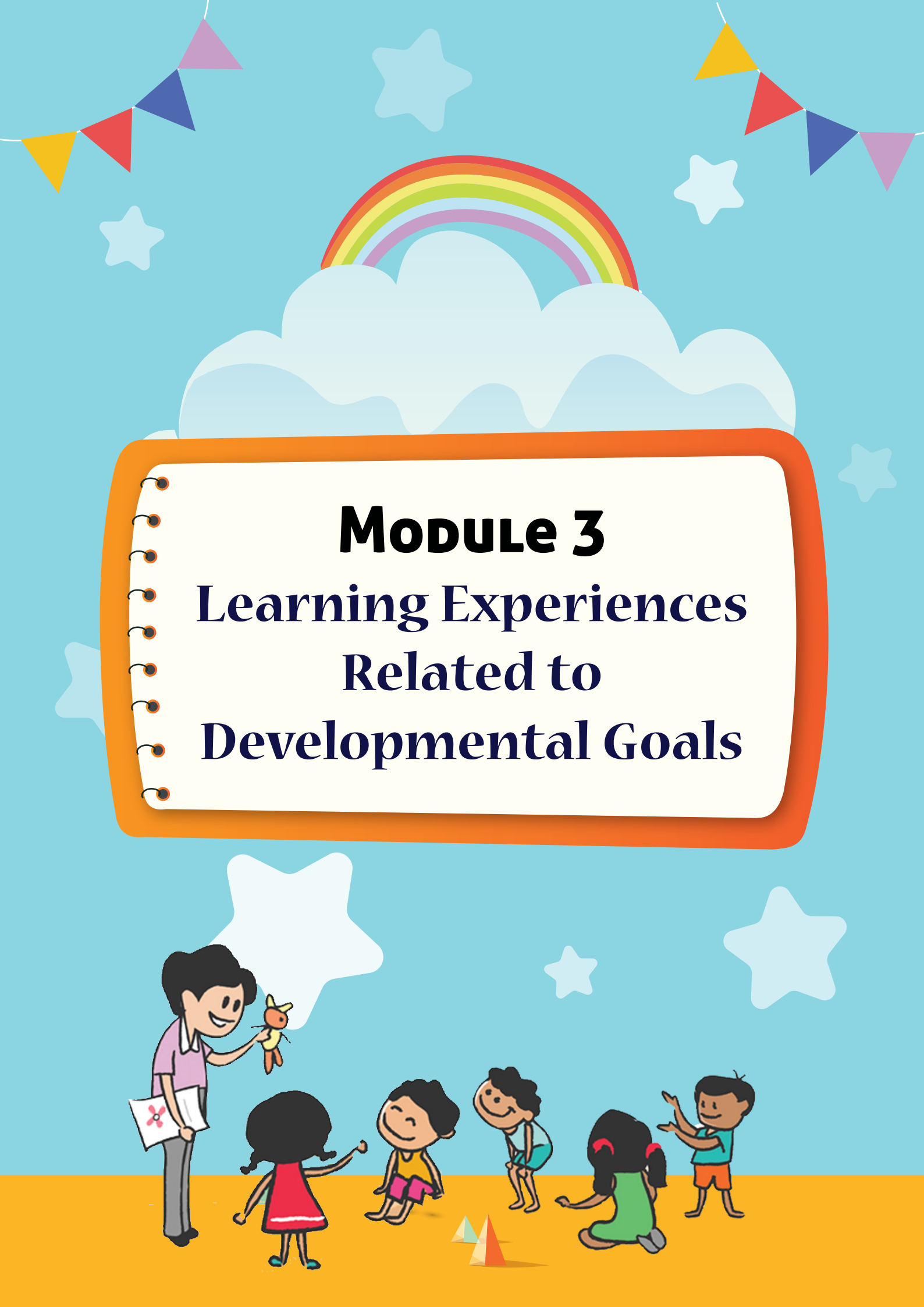
Print awareness and bonding with books: Children must be familiarised with what print looks like, how print is connected to sounds, and how print has meaning. Some of these concepts are:

- » **Conventions of print:** It is developed when children are given opportunities to flip pages of a book from front- to-back, holding a book the correct way and pretending to read. This helps children to understand that print and pictures carry meaning and books are for reading, and understanding that oral language can be written and then read.
- » **Concepts of books and print:** It is developed when children are made aware that there are spaces between words and sentences, punctuation marks, logos and labels on everyday objects, when they identify concepts like the book's title, author, illustrator, front page, back page, etc. These concepts can be reinforced by asking questions about books, such as: 'Where is the cover of this book?'; 'From where should I start reading this page?'; 'Where does this sentence start and finish?'

- **Phonological Awareness:** It helps children to use the sound-symbol relationship to read and write words. Children usually go through a progression of becoming aware of words in a sentence followed by identifying rhyming words, syllables, and sounds of the letters. This is called phonological awareness. Activities for phonological awareness involve:

- » **Awareness of words and syllables:** Counting or separating words or syllables
- » **Rhyming:** Being able to rhyme monosyllabic words. For example, cat-bat-rat; makdi-kakdi-lakdi (listening to words that rhyme the same and creating new words)
- » **Blending and segmenting:** Join sounds to make a word, such as /खा/ + /ना/ is खाना, or break a word into its different sounds. For example, खाना is broken into खा/ and /ना/.
- » **Identifying beginning/middle/end sounds:** Identifying words that begin with the same sound. Which of the following begins like balloon? Rain, sun, bat, / पानी, बंदर, जहाज़.

- » **Manipulating sounds and syllables:** Making new words by removing or replacing sounds in a word. For example, 'b' without /bat/ becomes /at/, by replacing the first letter we can make words like जल-फल-कल.
- **Sound-symbol association and word recognition:** The sound-symbol association helps children in decoding explicitly and supports the process of deciphering print. Children also learn to visually identify frequently used words **without decoding them**. They are **called sight words**, which are used in common speech and the child has exposure to them even before learning to decode. For example, the child will learn to decode a word like 'c-a-t', but will be able to identify words like 'the', 'sky', 'blue', simply by looking at them as they are present in the child's immediate environment.
- **Reading with comprehension:** It is important to expose children to books, stories and rhymes, to give them glimpses of the world around them. Comprehension is the ability to understand and make meaning from spoken and written language.
- **Writing with purpose:** Writing begins when a child scribbles, draws, and invents spellings to represent the physical and social world around her/him. This developmental aspect of children learning to write is emergent writing. Expressing oneself in written forms is an important milestone for children to become effective communicators. Support children's emergent writing attempts by:
 - ◇ Ask them what they have scribbled, drawn or written.
 - ◇ Model the process of writing by showing them what you think.
 - ◇ Suggest topics to write about.
 - ◇ Encourage their writing attempts in all forms.



Module 3
Learning Experiences
Related to
Developmental Goals



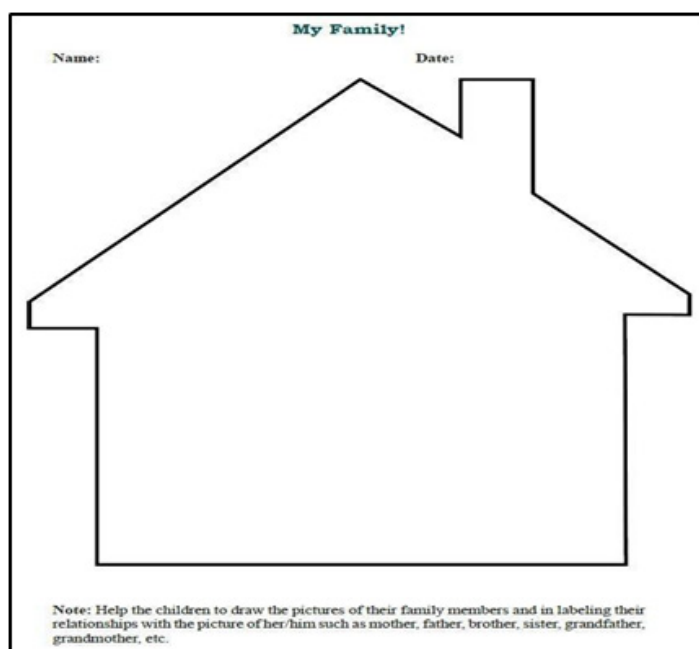
Module 3:

Learning Experiences Related to Developmental Goals

3.1 Developmental Goal 1 Related Learning Experiences

Knowing My Family! (Exploring Social Relationships)

This is an interesting activity to make children explore social relationships and understand their family members and their relationship. Start the activity by asking children to bring a family photograph to show and speak about. If not possible then, children can use clay to make symbolic statues of their family members. Give children a blank paper or a worksheet 'My Family' (prepare as per the sample given) and ask them to draw pictures of their family members, write/scribble their full names, label their relationships with the family member such as mother, father, etc. Discuss things they do as a family such as, share and clean the house, eat, sleep, go out, entertain or play, celebrate festivals, etc.



Tell stories and songs about family members. Discuss the role of different family members. While doing so, try to break gender stereotypes about the family member's roles, discuss big and small families through role-play and family puppets, stories, and songs. Be sensitive to children who belong to single parent families or have no parents and are staying with relatives or in an orphanage.

3.2

Planning Joyful Experiences for Language and Foundational Literacy

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

https://diksha.gov.in/play/content/do_31341643860330086415579

Transcript

Dr. Romila Soni: Let's understand how to plan activities and games for goal 2 that is children are effective communicators. First of all, oral expression provide plenty of such opportunities where children can interact, talk and converse with their friends, adults and their family members. Oral expression is the basis for language and early literacy development. So, try to incorporate one question for each day. Ensure active free conversations for every day. Encourage children to tell and share stories. Encourage parents to tell bedtime stories to their children. Look how this teacher is talking to children and doing free conversation and calling it aaj ki taja khabar.

Teacher (Mamta): I have a news.

Lavanya: What?

Teacher (Mamta): You Know, when I came here in the morning, suddenly it started raining outside.

Teacher (Mamta): So now you have four?

Vivek: Yes

Teacher (Mamta): Okay! Lavanya, you also want to say something?

Lavanya: yeah

One big puppy and two of her also puppies and cute cute.

Teacher (Mamta): Okay

Dr. Romila Soni: How the children are engaged in the conversation, listening to her and answering her questions. It becomes so easy for the teacher to observe and assess how the children are developing listening comprehension, so many words children are learning from the simple free conversation activity and this is the first step towards foundational literacy. You can also do show and tell activities with the children. You can also have some conversation starters and let children talk in detail about it.

Dr. Romila Soni: Ok Vivek, now we will do another activity and you will talk about this car. This is show and tell. Talk about this car whatever you want to talk.

Vivek: This car is a toy car.

Dr. Romila Soni: This car is a toy car. Oh, yeah

Vivek: It has four wheels and it has a number plate.

Dr. Romila Soni: Okay, you can see a number plate. What number is written there? Can you read it out?

Vivek: 1989.

Dr. Romila Soni: Oh, great.

Vivek: Here also a number.

Dr. Romila Soni: Okay, It has two doors and it also get opened. Okay, very good.

Vivek: It has two lights.

Dr. Romila Soni: Two lights. Two headlights, yes. Great. Okay clap for Vivek. Very good. I will give this to Lavanya. Can you talk about the spoon?

Lavanya: Spoon helps eating.

Dr. Romila Soni: You eat with the spoon right, you want to say that. Anything else you want to talk about.

Lavanya: Yeah, We sometimes also play the game.

Dr. Romila Soni: With the spoon? Which game? Can you tell me what is the initial sound in spoon?

Children: 'S'a

Himani: Yes. We drink water with glass. This glass is in blue color.

Dr. Romila Soni: Yes. Anything else?

Himani: We also drink juices and cold drinks in this.

Dr. Romila Soni: Absolutely.

Dr. Romila Soni: To enhance foundational literacy and language development, you need to provide a stimulating print rich environment. Let's look at this classroom, isn't it print and numeracy rich environment? Can you see the display at the eye level of children? Have you seen that all the materials and play areas are duly labeled. Can you see interest or activity areas? This is print rich environment which helps children to develop concept of print and print awareness. Observe how these children are looking at books doing pretend reading and getting print awareness. Look at these children, how they are learning new vocabulary from storytelling activity.

Okay Himani tell me who threw the net on the lion?

Himani: Hunters

Teacher (Mamta): A hunter. Okay. Lavanya who cut the net?

Lavanya: A mouse.

Teacher (Mamta): Okay. Himani, tell me what initial sound you can hear in the word lion?

Himani: 'l'a

Teacher (Mamta): la Okay very good. Lavanya, What is the initial sound in the word mouse?

Lavanya: 'm'a

Teacher (Mamta): Very good. Himani, can you tell me any one rhyme word with mouse?

Himani: House

Teacher (Mamta): Very good.

Dr. Romila Soni: They learn about print awareness. They develop listening comprehension. They understand that writing has some meaning and so many other things. You can also plan some activities for phonological awareness, sing and play lots of age appropriate rhyming games like solving riddles, singing rhymes that have rhyming words and repetition. For example, see the

bug on the rug, I see him run finally caught him in the mug. I have a cat who is so fat. She cannot even sit on the mat. You need to plan a culture of reading among children right from the beginning. So bring age developmentally appropriate graded books for your children and help them develop a bond with the books.

Do sound discrimination activities like asking children the initial sounds in familiar words also in their names, later ask the end sound in their names then ask them to tell you more words that they can think about that begin with the same sound like, this is a book. I can hear ba, What other words you can think that begin with the initials sound ba? What is the end sound in the word book - ka. What words can you make with the end sound ka? Do lots of rhyming game activities. For example, bat, cat, rat, sat, hat. I can give you one more example: boat, goat, coat, note and so on.

Similarly, you can try, makdi, kakdi, lakdi and moti, roti, goti. Try to find or create rhyming riddles at the childrens' level. Let me give you one example: What drives in the street uses wheels and not feet? Its name rhyme with star I call it a_____ yeah you are right. It is car.

Dr. Romila Soni: Children, I am going to do one very fun activity with you. Are you ready?

Children: Yes ma'am.

Dr. Romila Soni: Okay. I will be calling few words but I break those words into parts. Listen carefully, I break the words into parts, so you have to clap for each broken part. Right, okay. Ready?

Children: Yes.

Dr. Romila Soni: Okay. Pen-cil.

Children: Pencil.

Dr. Romila Soni: Okay. Very Good. What is this?

Children: Elbow.

Dr. Romila Soni: Now listen carefully. El-bow.

Children: Elbow

Teacher (Mamta): Very good, so clap for yourself.

Children also begin showing interest in writing when they observe adults are writing in front of them.

Himani: Why are you writing my name?

Dr. Romila Soni: I am writing your name so that I can keep your work in the portfolio in my file folder and it becomes very easy for me to see which child has done what work. And I will also give a logo for your name. So that you can easily identify your name. I have written your name Himani. This is your name and I have also drawn a dove picture with it, so you can easily identify wherever the dove logo is there your name is there. So I will keep it in the file folder. Okay.

Himani: Yes.

Dr. Romila Soni: Very good. So now you can recognise your name?

Himani: Yes

Dr. Romila Soni: Very good.

So you have understood by these exemplar activities how to plan and provide opportunities for your children so that they develop a desire and motivation towards reading and love for reading.

3.3 Planning Joyful Experiences for Foundational Numeracy and Environment Connect

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

https://diksha.gov.in/play/content/do_31341644091074150415581

Transcript

Dr. Romila Soni: Let's understand how to plan activities and games for Goal 3 : i.e., "Children are involved learners and connect with their environment". And also, how you can observe the learning progress of your children. So, let me

show you some play based activities for some of the math process skills. Begin with some Classification activities that you can do with your children in the school and as well as parents can also do this at home. You can collect leaves, flowers and pebbles, and so many other environment material and ask children to sort these into 3 different bowls. You can ask them to classify leaves into small and big leaves, yellow and green leaves, red leaves, smooth and rough leaves.

Teacher: So these are

Both children: Pebbles

Teacher: And these are

Both children: Leaves

Teacher: These are?

Both children: Flowers.

Dr. Romila Soni: Such activities also help you to connect with environment and you can also do this. You may also ask children to sort vegetables and fruits. You may give them real fruits and also the picture cards.

Teacher: Do it...good...done?

Lavanya: Yes

Teacher: You are collecting fruits?

Lavanya: Yeah.

Dr. Romila Soni: Further to make this activity a little more complex, ask them to group them as fruits with one seed, fruits with few seeds and fruits with many seeds.

Lavanya: Mango

Teacher: Yes, good. Can you tell me the fruits name which are having the few seeds?

Himani: Cheeku and apple...cheeku and apple having few seeds.

Teacher: Very good....Okay.

Himani: Lichi is also having one seed.

Teacher: Ohh yes thank you Himani good. Lichi is also having one seed Lavanaya. Okay. Watermelon, papaya and pomegranate are many seeds.

Dr. Romila Soni: You can engage your children in these simple sorting or classification activities as it is the basis to learn foundational numeracy. Let's

observe another activity on pattern-making. Begin with identifying the pattern and follow the pattern and then ask children to extend the pattern and create their own pattern. Then watch and observe how they are extending the pattern. You all are familiar with another very important math skill ie. problem-solving skill- Jigsaw-Puzzles, Maze and open-ended questions are few of the activities for problem solving skill. You can also develop jigsaw puzzles using DIY, involving children like- give them child-friendly scissors and ask them to cut big pictures from magazines and let them paste them on old thick card like greeting card and then cut into 4 or 5 or more pieces. Your own DIY (do it yourself) Jigsaw Puzzles is ready- for problem solving. So, Creativity is also involved, and it is so good for children's well being-and it also develops and strengthens children's fine motor skills. When children are involved in music and movement activities and other such activities, they get to know about spatial sense and understanding.

Video of children playing and singing

Teachers and Children: Hum aage aage aate hein

Hum aage aage aate hein

Hum peeche peeche jaate hein

Hum peeche peeche jaate hein

Dr. Romila Soni: During their play, they also learn to seriate the things in order. For example they seriate from heaviest to light.

Teacher: Yes, do it Lavanya. Good, Himani. Done?

Himani: Yes

Lavanya: Done

Teacher: Very nice. Okay tell me which is the biggest leaf?

Himani: This.

Teacher: And which is the smallest leaf?

Himani: This.

Teacher: Lavanya, which is the biggest leaf?

Lavanya: This.

Teacher: Okay and which is the smallest leaf?

Lavanya: This.

Teacher: Very nice.

Dr. Romila Soni: They also learn to compare the objects as they explore and manipulate them. Like this is heavy, this is Light, this is bigger than this, this is the smallest and so on. Thus they use mathematical vocabulary and learn so many related terms. As children play in group, they also learn to socialize with each other. So you have understood that how to plan activities for goal-3 and how to observe children's progress.

3.4 Developmental Goal 3 Related Learning Experiences

Who Goes Home with Whom? (Matching by association)

The activity, Who Goes Home with Whom?, is meant to develop matching skills by association. Bring a set of objects that are associated and spread them out on the table or on the floor. For example, lock and key, toothbrush and toothpaste, pencil and eraser, plate and bowl, glass and bottle, fork and spoon, bucket and mug, etc. Begin the activity by telling children that they will have to identify which two objects are related and can go home together. Show the display of items and ask, 'With whom can the toothpaste go home?' Similarly ask for lock and key, shoe and sock, etc. Also, talk about their relationship/association. Now, invite children to do the same with more sets. Ask them to not just show the two objects together but also explain why they are related or associated. Once this round is complete, encourage children to explore around the classroom and their environment and pick a set of associated objects. Prepare a worksheet, 'Find My Match', as per the sample and give it to the children to reinforce matching by association.

3.5 Activity 3: Share Your Thoughts

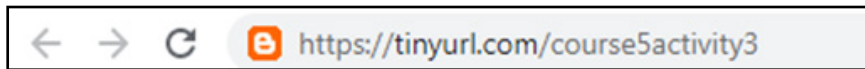
What is going to be the most challenging moment or issue while providing learning experiences related to all the developmental goals in the classroom and why?

Steps to be followed:

Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/course5activity3>

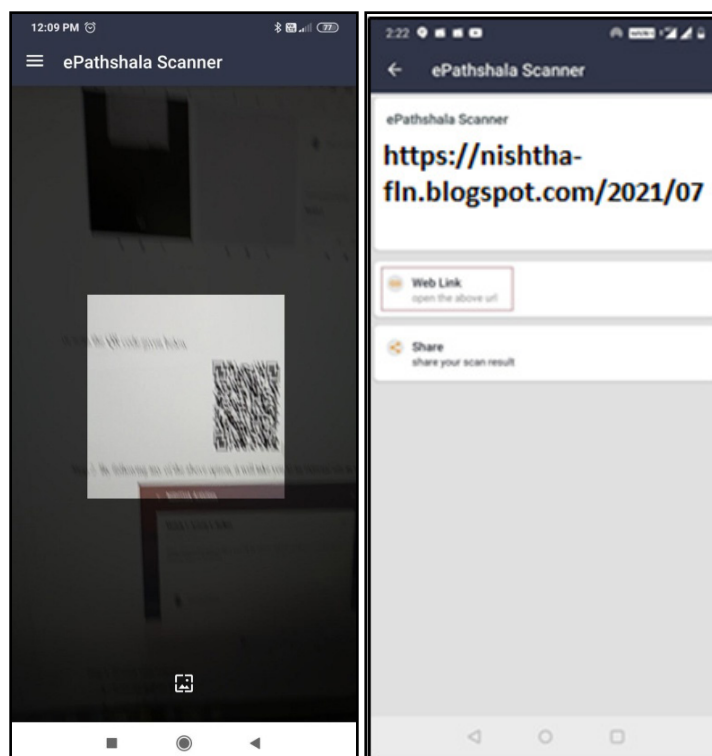


Option 2: Download this pdf from DIKSHA and copy this URL.

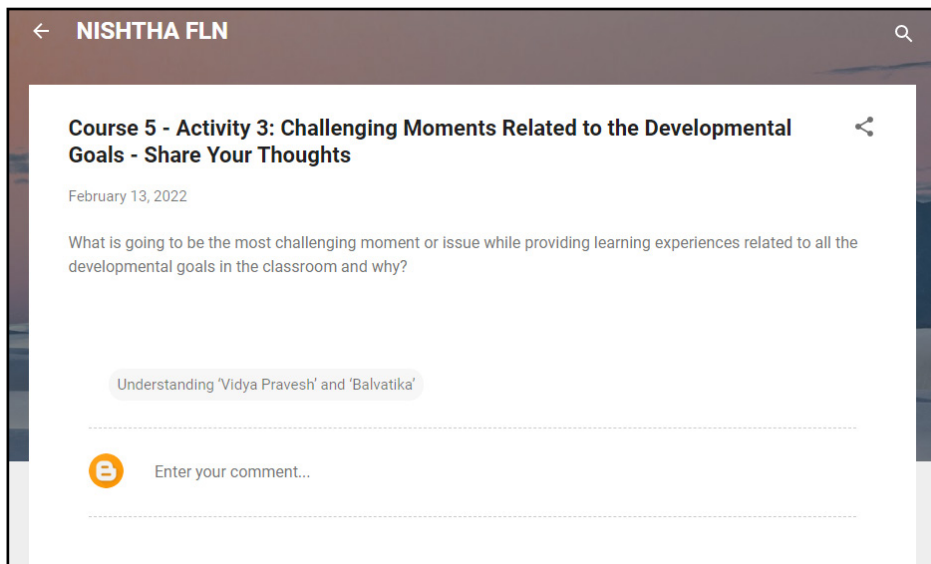
<https://nishtha-fln.blogspot.com/2022/02/course-5-activity-3-challenging-moments.html>



Option 3: Install mobile app 'ePathshala Scanner' from play store. Using the app, scan the QR code given below.

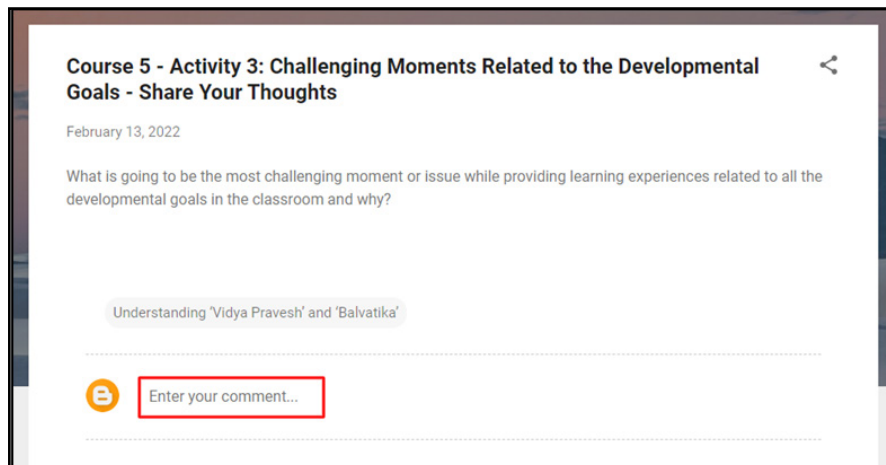


Step 2: Following any of the above option will take to an external site as shown below

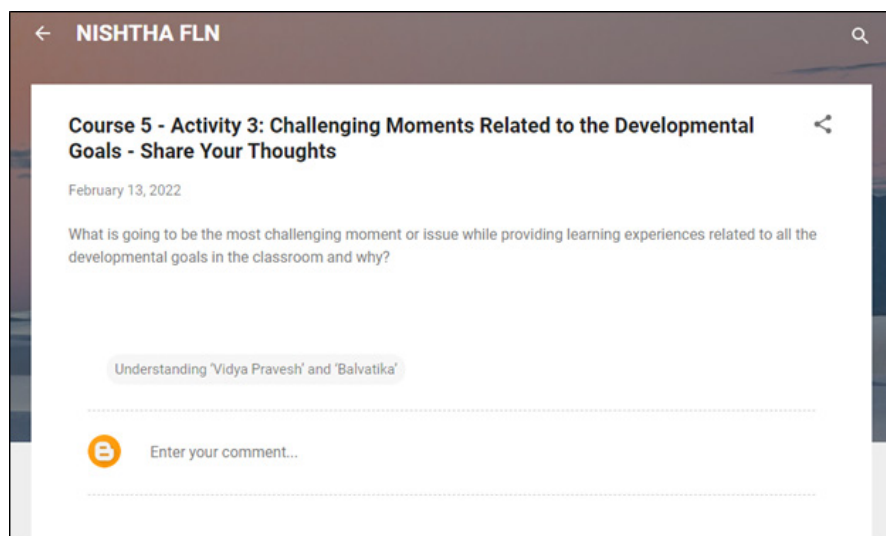


Step 3: Post your response

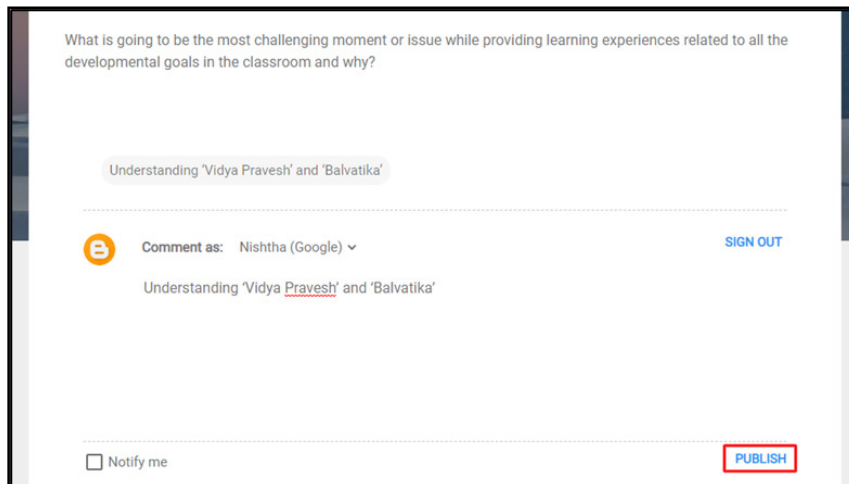
- ☛ Read the given activity
- ☛ Click on **Enter your comment**



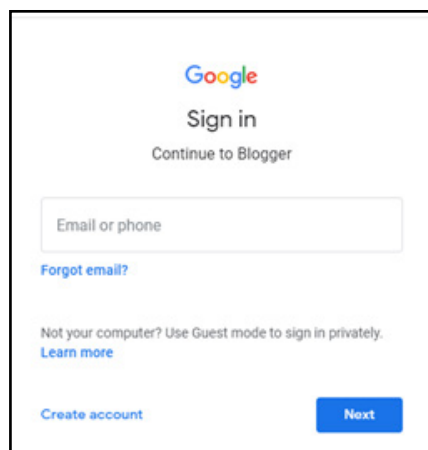
- ☛ Type your response in the comment box.



☛ Click **PUBLISH**



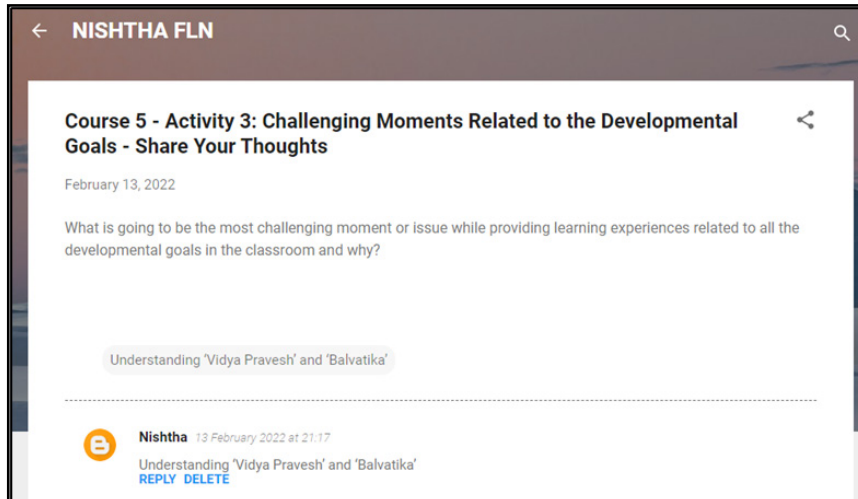
- ☛ If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.

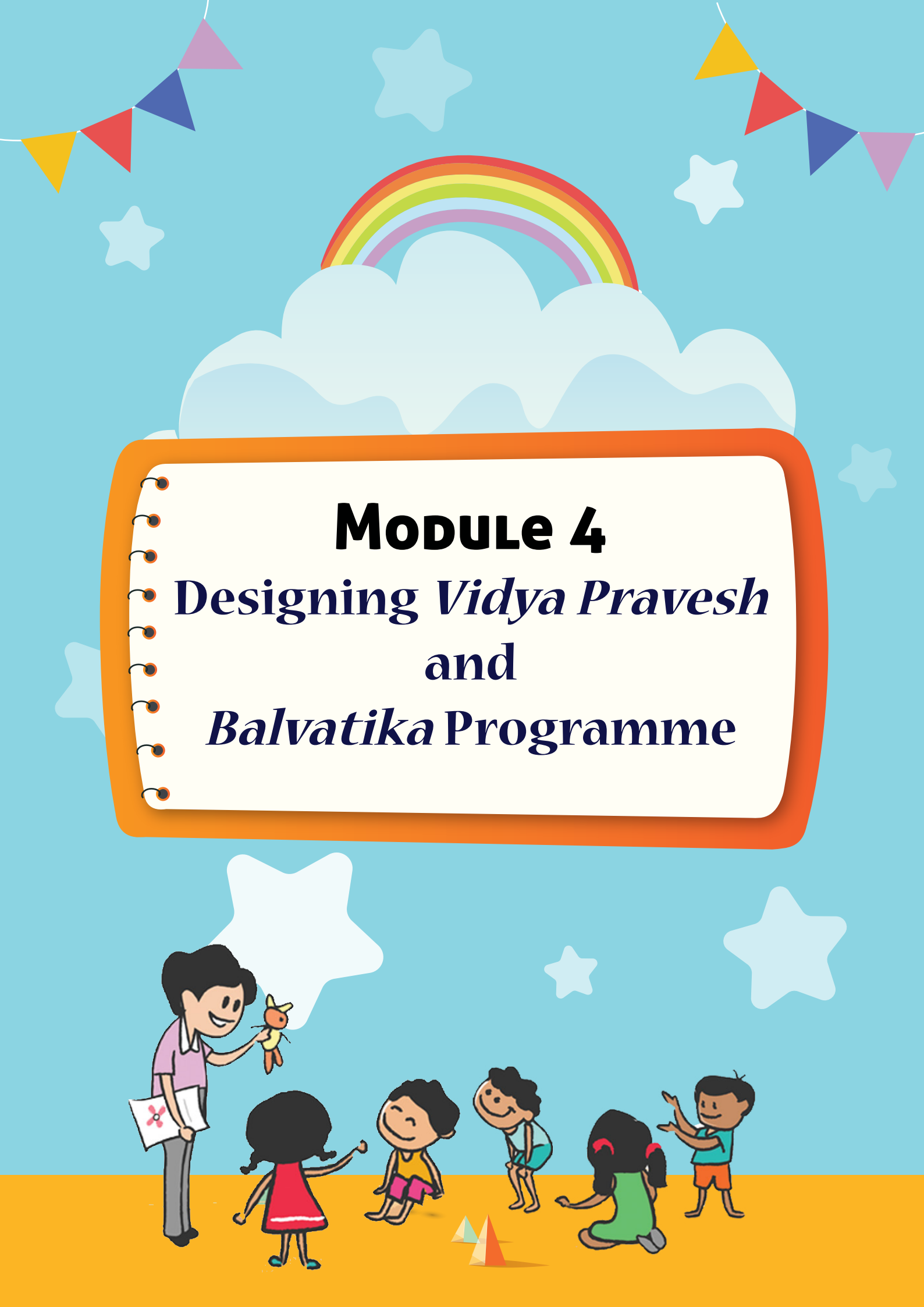


- ☛ After logging in, enter **Display Name** and then click on **Continue to Blogger**.



☛ Click on **PUBLISH**. The comment will be posted.





MODULE 4
Designing *Vidya Pravesh*
and
***Balvatika* Programme**



Module 4: Designing *Vidya Pravesh* and *Balvatika* Programme

4.1 Important Considerations while Planning Programme

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

https://diksha.gov.in/play/content/do_31341643387837644815413

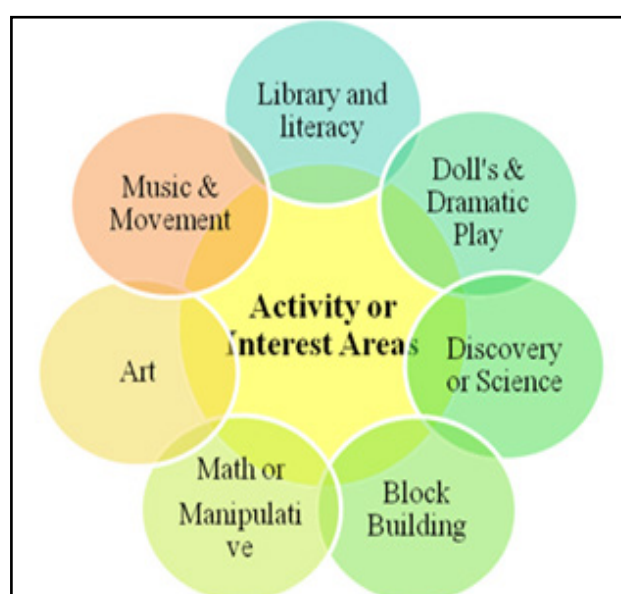
Transcript

Dear learners,

Planning and preparation of any programme is an important aspect of its transaction and better implementation. The purpose is to create age and developmentally appropriate learning opportunities for children and improve the way we work with young children. It also helps to plan according to the set goals and provide quality programmes to help children learn required skills and concepts and also build the understanding about the phenomena around them. Before planning for the transaction of the School Preparation-module and Balvatika, the teachers and the educational planners must read the 'Vidya Pravesh- Guidelines' and 'National Education Policy 2020', carefully. This will help them understand the concepts and activities better, and also get the overall focus of the programme. Let us understand the important considerations while planning the learning experiences.

- ▲ First start with considering the key points such as purpose, target, format, duration, pedagogy and the kind of learning opportunities to be provided to the children to achieve the learning outcomes.

- ▲ Go through the 12 weeks day-wise sample weekly schedules for designing the activities, worksheets and plan a day's programme. Also refer to the activities and worksheets provided in the Vidya Pravesh- module. This will help you modify or design the schedule as per the requirement.
- ▲ While developing and planning the schedule, there has to be a balance between teacher-initiated and child-initiated activities, indoor and outdoor activities and large and small group activities.
- ▲ Display the day-wise weekly schedule in the classroom and try to list what materials are required, how to make the seating arrangements for each of the activities and how to observe children?
- ▲ Arrange beforehand the teaching- learning materials required. You may develop the material using local resources, low-cost or no cost materials. Some of the ready-made teaching-learning materials can also be procured. Plan to include natural resources as learning aids such as leaves, twigs, pebbles, etc.
- ▲ Create activity or interest areas for free-play and equip these areas with a variety of play materials that are easily accessible to the children. There are different types of activities and interest areas which also help you in handling multiple age groups.



Activity or Interest Areas

- » Classroom displays such as charts, posters, activity worksheets, models etc. may be used to convey a theme being covered in the classroom. This makes children curious and interested in the theme or the activity. The following points must be kept in mind while displaying children's works.

- ◇ Displays should be at the eye level of children so that they can see them easily
 - ◇ Displays should be changed regularly
 - ◇ Work of each child should be displayed
 - ◇ Displays should be purposeful
 - ◇ Too much displays should be avoided as it makes the classroom look cluttered or over-stimulating.
- ▲ Plan the seating arrangement for the selected activities keeping in view the children with special needs (CWSN). It is important that seating arrangement should be flexible and adaptable.
 - ▲ Ensure that clean indoor and outdoor spaces and equipment or materials are accessible to all the children which are safe, age appropriate and adequate for children to engage in free and guided play like sand or pit, balls, ropes, bricks, beam, old tyres, musical instruments, etc.
 - ▲ Plan to observe and assess children regularly. You should maintain periodic progress report for each child and prepare summary of achievements at the end of three months and share with the parents.

The teachers must always remember that each child learns on their own and the job of a teachers is to motivate them, touch their heart and develop a loving bond with each child. Therefore teachers must be supportive and understand the background of each child, their environment at home and previous education that they have gone through such as pre-primary, Anganwadi or direct admission at grade 1. So, if possible, visit home of each child and try to establish positive relationships with their family. Although planning is done beforehand, it should be flexible enough to accommodate any change that might become necessary depending on the interest shown by the children at a particular moment.

I am sure these tips would help you create warm and welcoming environment and plan joyful and developmentally appropriate learning opportunities for your children.

Stay connected.

4.2 Activity 4: Check Your Understanding

Do the activity by scanning the QR code



Or

Click on the link

http://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&id=1653

4.3 Creating a Print Rich and Numeracy Rich Environment in the Classroom

Create opportunities in the classroom for children to interact with print in a meaningful, inviting and relevant manner to make children understand the purpose of print in everyday life. Design the classroom in the following ways:

- ▲ Label objects around the class, for example, book racks, pencil stand, shoe rack, washbasin, etc.
- ▲ Display numbers wherever possible.
- ▲ Create a word wall with common words, rhyming words, and new vocabulary which is of interest to the children. Also create a number wall showing a clock, calendar, toy telephones/mobile phones, etc.
- ▲ Arrange the classroom library or reading corner with a variety of books that children can browse through on their own or with their friends.
- ▲ Keep a variety of stationary in the writing area, where children can draw, write and cut-and-paste.
- ▲ Create math and manipulative area with blocks, puzzles, mazes, stacking toys, etc.
- ▲ Have a corner where children's drawings, scribbles and emergent writing can be displayed.
- ▲ Display theme related labelled charts and posters, groups of letters/ aksharas, poems and rhymes that the children might be learning in class.

4.4

Activity 5: Design a Print-rich Classroom Environment - Share Your Ideas

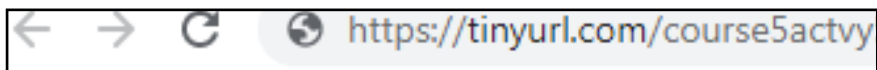
What do you mean by 'print-rich learning environment'? How can you create such an environment for children in your classroom?

Steps to be followed:

Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/course5actvy5>

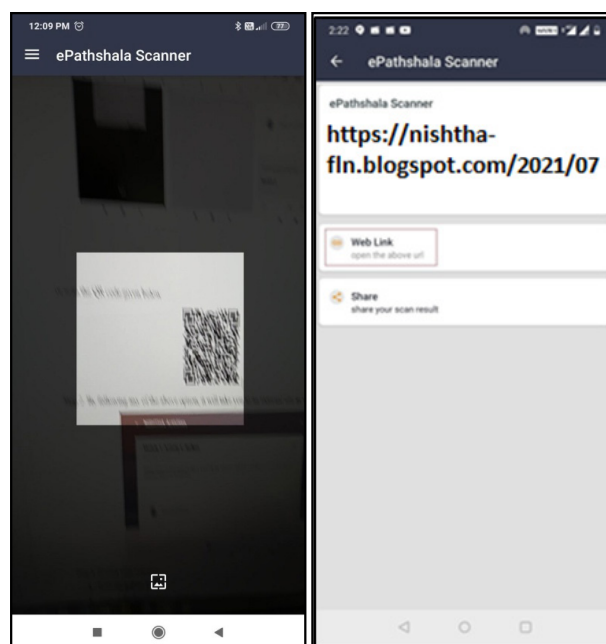


Option 2: Download this pdf from DIKSHA and copy this URL.

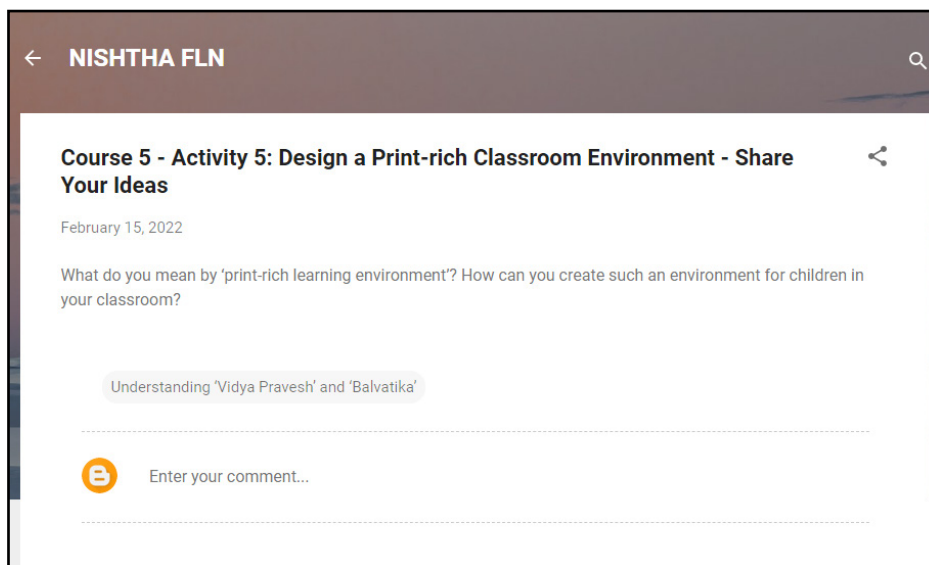
<https://nishtha-fln.blogspot.com/2022/02/course-5-activity-5-design-print-rich.html>



Option 3: Install mobile app 'ePathshala Scanner' from play store. Using the app, scan the QR code given below.

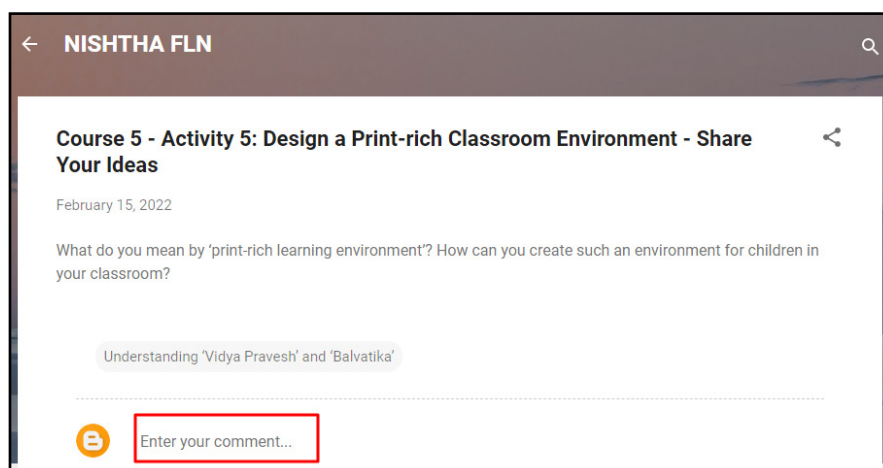


Step 2: Following any of the above option will take to an external site as shown below

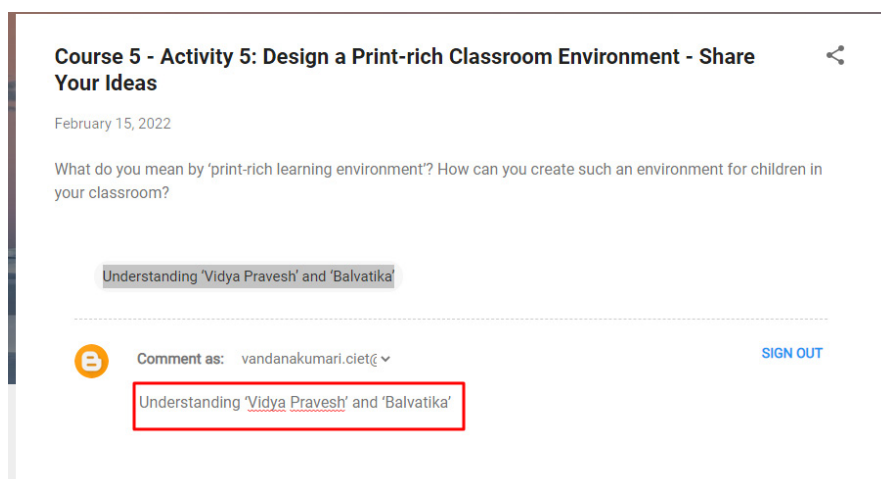


Step 3: Post your response

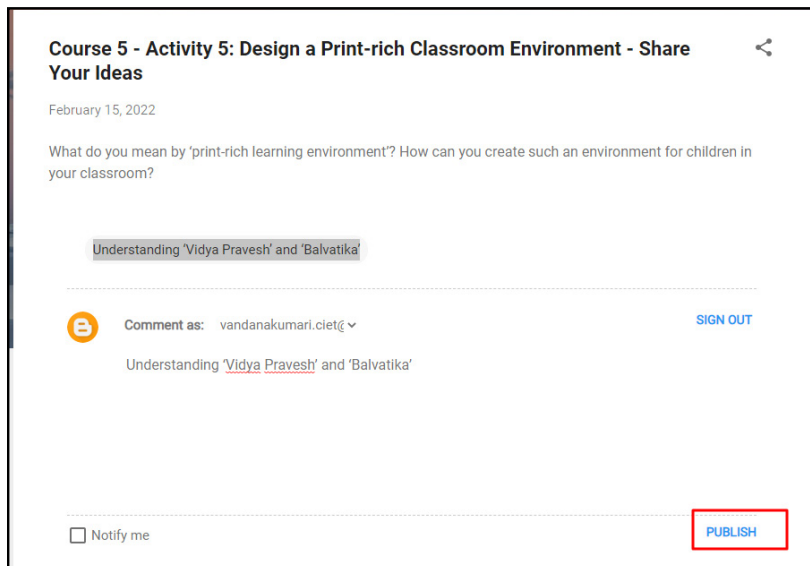
- 🔗 Read the given activity
- 🔗 Click on **Enter your comment**



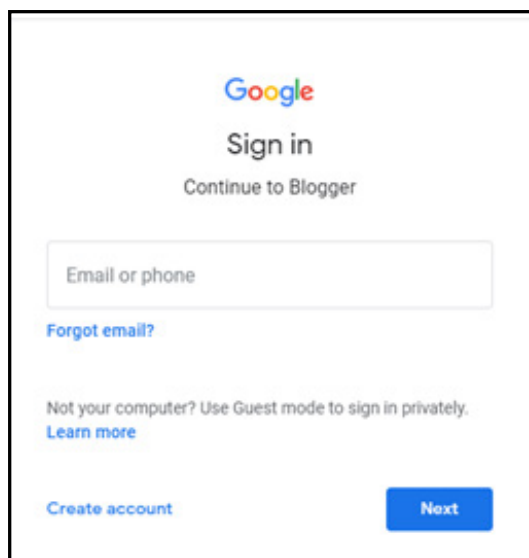
- 🔗 Type your response in the comment box.



- ☛ Click **PUBLISH**



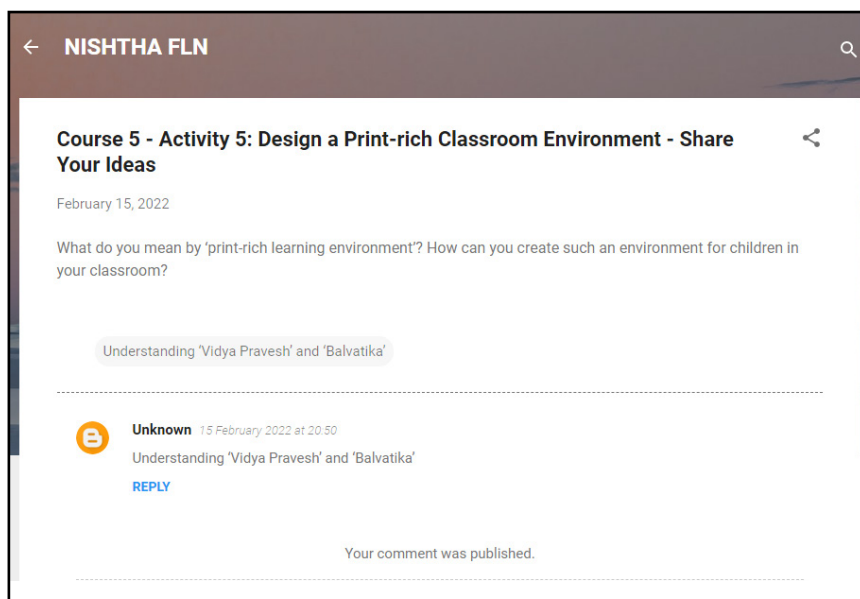
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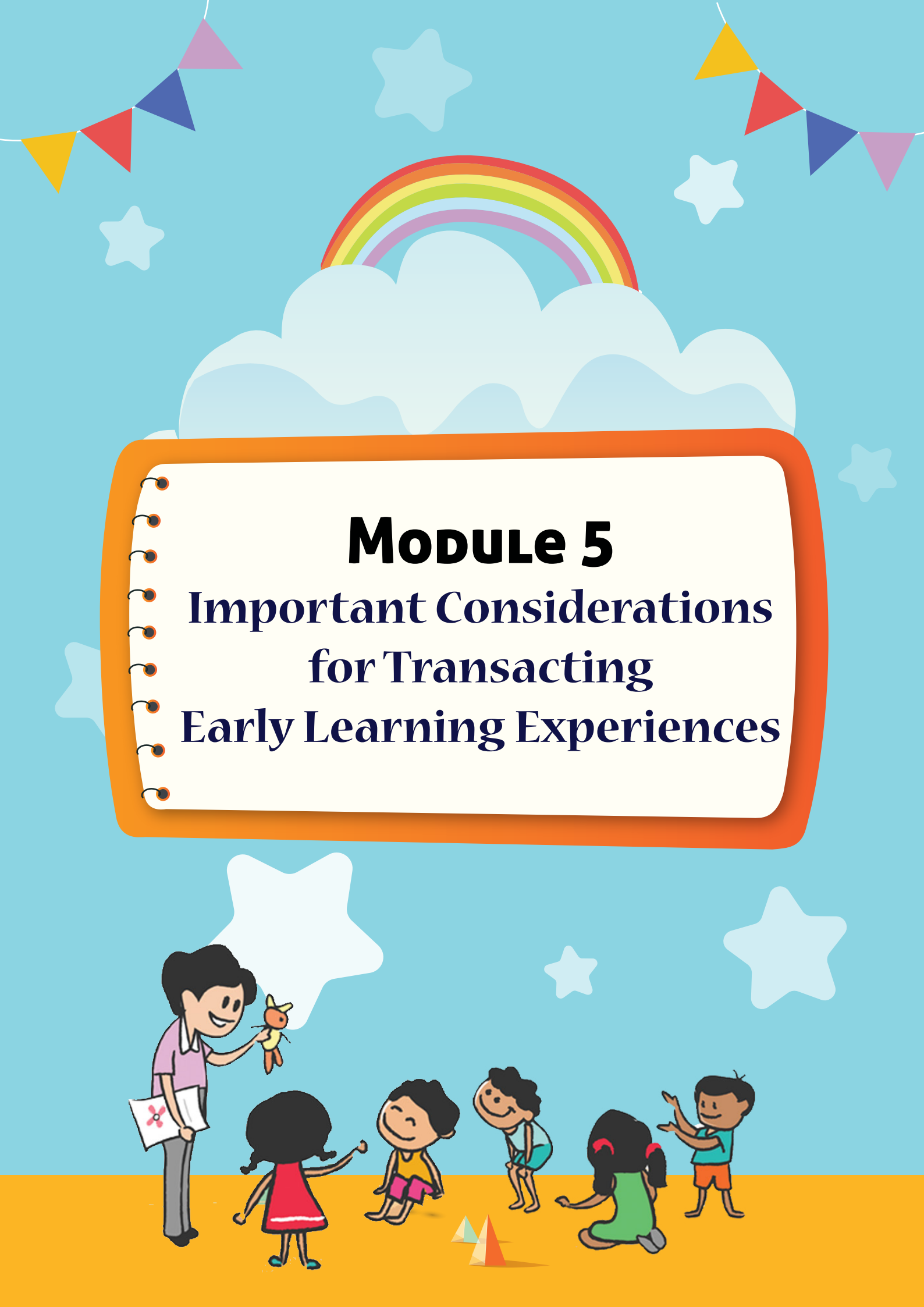


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Module 5
**Important Considerations
for Transacting
Early Learning Experiences**



Module 5:

Important Considerations for Transacting Early Learning Experiences

5.1 Transacting Learning Experiences

The purpose of transacting learning experiences is to provide age and developmentally appropriate learning opportunities in a favourable learning environment for each developmental goal. Let us understand the important considerations to be kept in mind while planning and transacting the learning experiences.

- ▲ Create a balance in activities, between teacher-initiated and child-initiated activities, indoor and outdoor activities, large and small group activities.
- ▲ Use mother tongue or a language familiar to most children in the class as a medium of instruction. In case there is more than one language as mother tongue/home language, teachers can allow as many languages as are in the classroom to be used for expression with gradually exposing the child to a school language.
- ▲ Children coming to preschools and schools, come with different skills based on the opportunities they received in their home and Anganwadis. Provide opportunities of varying abilities to them, so they can flourish and learn in the same classroom. Some ways to plan differentiated instruction are:
 - » Make flexible and small learning groups as per the interest and needs of children.
 - » Use different levels of the same activities (difficulty-wise) by modifying them.
 - » Include a variety of languages and learning materials in your classroom.
 - » Encourage children to help each other in activities and offer peer-support.
- ▲ Use indigenous/locally available materials which are low-cost or no-cost.
- ▲ Use concrete objects that are familiar and are from the environment, which children can hold, observe, and manipulate to learn concepts and skills quickly, instead of dealing with abstract numbers on the blackboard.
- ▲ Use transition activities, rhymes, songs, or short stories, etc. to help children move from one activity to another. For example, it can be from numeracy time to story time or clean up time to snack time.

- ▲ Track children’s progress regularly. This will help to focus on their strengths, on what they can do, and what more is required. It will also help to adapt and modify teaching-learning strategies, play material, activity areas, etc.
- ▲ Follow the day-wise weekly schedule but be flexible. Conduct the routine or daily activities every day as per the approximate time duration given for the holistic development of the children, such as greet meet/circle time, free play, numeracy, environment awareness and scientific thinking, art activities for creative and aesthetic development/ fine motor development, language and literacy skills, outdoor play, story time and finally, goodbye time. Saturday can be considered as the day for recapitulation five days’ activities and prepare for next week’s programme.

Sample Weekly Schedule							
Session Name	Mon	Tue	Wed	Thurs	Fri	Sat	
Greet Meet/ Circle Time and Prayer (teacher-initiated large group activity)							Reca pitula tion
Free Play (child-initiated small group activity)							
Numeracy, environment awareness and scientific thinking (teacher-initiated activity)							

Art activities for creative and aesthetic development/ fine motor development								Reca pitula tion
Language and Literacy skills (teacher-initiated large group activity)	Oral							
	Reading							
	Writing							
Outdoor Play (Gross Motor activity)								
Story Time								
Goodbye Time								

- ▲ Involve children with disabilities (Divyang) in all the activities. Make suitable modifications for them with inputs from the parents and others working with children.
- ▲ Utilise play and meal opportunities to encourage good work habits in children like putting away materials after playing, not making the room dirty, etc.
- ▲ Be friendly and interactive with all children. Ask questions regarding their play and activity individually to help them extend their thinking and encourage conversation. but don't be intrusive or directive in your approach, to allow for children's initiative and imagination to flourish.
- ▲ As children manipulate and play with different materials, teachers can provide them with the language to articulate and discuss their ideas, ask questions and stimulate their thinking. Encourage children to talk about and share with others how they have completed a task or solved a problem.
- ▲ Provide time for children to observe, think and try out different ways to solve a given problem, for example, how to build a house with seven sticks/ matchsticks?
- ▲ Try to evoke the interest of early learners. Use any activity or task that is based on an interesting context such as stories, songs, rhymes, and games.

Use the stories effectively to talk about the sequence, what happens before, after, at the end, and so on. Also, arrange organised indoor and outdoor games that are a great way to practice skills and concepts, for example, counting.

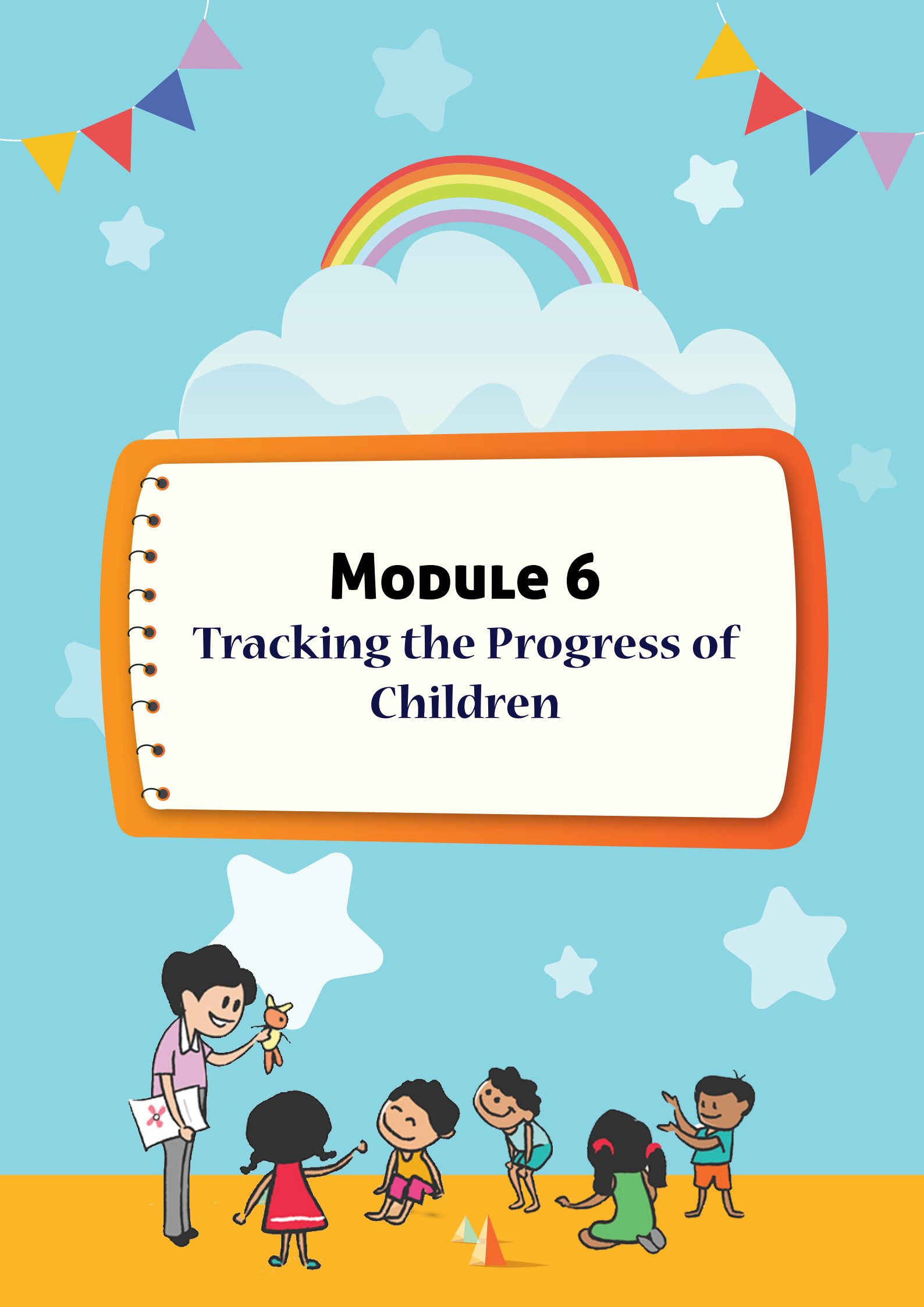
- ▲ Encourage and appreciate each child's efforts, so as to give the child a sense of confidence and self esteem.
- ▲ At least once a week organise circle time discussions for problem solving, conflict resolution, distinguish between right and wrong, etc.
- ▲ Reach-out to parents to ensure continuity of learning experiences and for additional information, support, and communication about things learned in the classroom and how to reinforce them at home.

5.2 Activity 6: Develop Weekly Schedule - Do It Yourself

Think of some activities related to each of the routine/daily activities given in the sample weekly schedule. Now, design a day-wise weekly schedule by mentioning the activities of your choice in the schedule given below.

Sample Day-wise Weekly Schedule						
Session Name	Mon	Tue	Wed	Thurs	Fri	Sat
Greet Meet/ Circle Time and Prayer (teacher-initiated large group activity)						Recap- itulation
Free Play (child-initiated small group activity)						
Numeracy, environment awareness and scientific thinking (teacher-initiated activity)						

Art activities for creative and aesthetic development/ fine motor development							Recap- itulation
Language and Literacy skills (teacher-initiated large group activity)	Oral						
	Reading						
	Writing						
Outdoor Play (Gross Motor activity)							
Story Time							
Goodbye Time							



MODULE 6

Tracking the Progress of Children

Module 6:

Tracking the Progress of Children

6.1 Introduction to Tracking the Progress of Children

Tracking children's progress is an essential and integral component of any educational programme. It gives an insight into children's interests, achievements and possible difficulties in their learning. The purpose of tracking is to get useful information about children's learning and developmental levels taught by teachers/caregivers, including families. It helps ensure early identification of developmental delays, special educational needs of children and their specific interests and abilities.

6.2 Tracking Children's Progress

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

https://diksha.gov.in/play/content/do_31341643842110259213029

Transcript

Dear Learners,

As children go through the learning experiences, it is extremely important to constantly observe and record their progress in a multidimensional manner to determine what children know and understand their difficulties. This introductory information will help teachers in getting answers to some important questions. Such as 'What is the cause of various difficulties in children?', 'Will practice help

in solving them?', 'Is there any other way to solve these difficulties?'. Therefore, repeating only one activity or one type of experience will not suffice in this case. At this stage, observing and recording the children's engagement in learning process during the learning experiences is the best way to keep track of the child's learning progress. However, it is important that more than one similar experience is also provided so that any significant observation can be verified. The assessment also helps to identify children who may need some special assistance. The purpose of assessment should be to provide guidelines for learning new skills. In such a situation, a teacher will have to observe the children's communication patterns, behaviour, learning processes and worksheets to find out if there are any obstacles in their learning. Session-wise three assessment sheets should also be prepared for each child to be filled by the teachers. Assessments can be done in a number of ways to track children's learning progress. Let us understand each of these methods. First is Observation. The observation is made to understand the dimensions of the personality of the children and the process of learning. It is a natural process being carried out in the daily activities of learning. Scientific observations provide appropriate information about the various dimensions of child's personality and progress in learning. Then there is the anecdotal record, which is the brief written note based on the observation of the children. For example, how and where children spend time, their social relationships, language usage, communication channels, information about health and nutrition habits, etc. Now let us understand about the portfolio. Portfolio is a flexible and concise collection of samples of various work carried out by children from time to time, which reflect multiple dimensions of children's learning. This type of assessment focuses on demonstrating the child's, knowledge and skills. Samples of children's art, drawings, skill works and collages, etc. are also included in the portfolio. After this comes the checklist. A checklist is a list of a child's learning outcomes, behaviors or characteristics in a particular developmental domain. Teachers have to determine whether the child has all these characteristics or not in the form of 'Yes' and 'No' response. Rating scale is similar to checklist, except that instead of marking achievements only in the form of 'Yes' or 'No', it tells how much a child has achieved. A rating scale is a tool used to assess the performance of tasks, skill levels, processes, practices, characteristics, qualities or final product. Pictures and video clips also help in assessing the progress of the children and also the progress of the program and increasing the motivation and confidence of the children. Teachers can accordingly create and modify appropriate classroom procedures by listening and viewing the recording, taking into account privacy limits. Children should be assessed according to a prescribed procedure After the completion of the third

assessment, teachers should keep a consolidated record of each child to help them support children, plan learning experiences, share the progress with the parents and modify the program as per the need. Teachers must remember, not to label any child as 'pass' or 'fail'. Similarly, help children learn by appreciating them but not criticizing.

Hope you would follow the points discussed in this video and help in your children's learning by constantly tracking their progress.

Happy learning and keep learning.

6.3

Additional Activity: Assessing Learning Continuously: Reflect

Case Study

Children are busy playing with sand in the sandpit. Their teacher has asked them to play a particular game in groups of three. Each group has a big plastic box and a small plastic glass. They must fill the plastic glass with sand and pour it into the box. They must count how many glasses of sand they have poured to fill the box. While the children are busy with the activity, the teacher notices that some groups are heaping up the glass while the others are not filling it completely. The teacher draws the attention of the class and demonstrates how to fill the glass to the brim. The children resume their task, making the required changes. The teacher observes the process and notices that some groups are not keeping a record of the number of times they are filling and pouring the sand. The teacher has another small conversation with them about the task, and they realise that they were missing an important step. When the teacher asks each group to share how many sand glasses they emptied into the box to fill it, all but two groups had the same answer. The teacher asks the two groups to repeat the process in front of the class.

Questions for reflection

- » What kind of role is being played by the teacher?
- » What would have happened had the teacher not been observing the groups at work?

Summary

National Education Policy (NEP)- 2020

'Vidya Parvesh' (Guidelines and Module)

Part of FLN Mission
*(a three-month play-based school
preparation programme for
children enrolled in Grade I)*

'Balvatika'

*(one year programme
given to the
children before Grade I)*

Foundation

Three Development Goals

- Goal 1: Children Maintain Good Health and Wellbeing
- Goal 2: Children Become Effective Communicators
- Goal 3: Children Become Involved Learners and Connect with their Immediate Environment

Developmental Goal wise Learning Experiences

Designing Vidya Pravesh and Balvatika Programme

Transacting the Learning Experiences

Tracking the Progress of Children

Portfolio Activity

Assignment

Design a day-wise one week programme along with detailed activities and experiences to be given to the children.

Additional Resources

References

- ▲ MHRD (2020). National Education Policy (NEP), New Delhi
- ▲ NCERT (2019,a). Guidelines for Preschool Education, New Delhi
- ▲ NCERT (2019,b). The Preschool Curriculum, New Delhi
- ▲ NCERT (2005). National Curriculum Framework (NCF)-2005, New Delhi
- ▲ NCERT (2006). Position Paper on ECE, New Delhi
- ▲ MWCD (2014a). National ECCE Curriculum Framework, New Delhi
- ▲ NCERT (2020). Balvatika Framework (Draft). NCERT, New Delhi
- ▲ NCERT (2021). Vidya Pravesh-Guidelines for Three-month Play-based School Preparation Module for Grade-I. NCERT, New Delhi

Weblinks

- ▲ Picture reading and methods of storytelling - <https://youtu.be/3gav6BXih4M>
- ▲ Oral language development during preschool years - <https://www.youtube.com/watch?v=S1tSAafINfg&t=497s>
- ▲ Classification - <https://www.youtube.com/watch?v=48dnjqXTZHY&t=104s>
- ▲ Problem solving skill for foundational numeracy - <https://www.youtube.com/watch?v=aZJ4kiVhO3U>
- ▲ Pattern making for foundational numeracy - <https://www.youtube.com/watch?v=L4TMfjqj7Dk&t=19s>
- ▲ Size and seriation for foundational numeracy - <https://youtu.be/mORwL-ZPJ6g>
- ▲ One to one correspondence - <https://www.youtube.com/watch?v=A-ZvzhKczRQ>
- ▲ How to engage preschool children at home? - https://www.youtube.com/watch?v=EN12s4_8Tjw
- ▲ NISHTHA Panel Discussion - <https://www.youtube.com/watch?v=0GPBUPua7wk&t=872s>
- ▲ 'Preschool Education' (Hindi video) : <https://www.youtube.com/watch?v=0GPBUPua7wk&t=61s>
- ▲ How children learn/ poorva prathamik star par bacche kaise seekhte hain (Hindi video): <https://www.youtube.com/watch?v=DELWLVysuTk&t=1310s>
- ▲ 'Quality improvement in preschools' (Hindi video): <https://www.youtube.com/watch?v=PJABNfLXRu0&t=1637s>
- ▲ 'Abhivyakti' (Video film): <https://www.youtube.com/watch?v=T1P-rA-g6Ew>

- ▲ Home based physical activities for children (Hindi Video):
https://www.youtube.com/watch?v=U_o17QaVrO8&t=264s
- ▲ Nurturing imagination in preschool children class: Pre-primary (Hindi Video): <https://www.youtube.com/watch?v=7ex4fvYF8m8&t=1760s>



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