

HUMANYUN TOMB- HAZRAT NIZAMUDDIN BASTI-
SUNDER NURSERY URBAN RENEWAL INITIATIVE

PRE SCHOOL
CURRICULUM FOR
AANGANWADI
CENTERS IN
NIZAMUDDIN BASTI

DEVELOPMENT AND IMPEMENTATION
PROCESS

[Type the author name]

2013-14

CONTENTS

Introduction	6
The need for a preschool curriculum.....	6
Available preschool services in the Basti	6
Space Constraints	7
Lack of structure and poor enrolment-attendance rates	8
Developmentally appropriate and locally meaningful preschool education	8
How will the curriculum help?.....	9
a structured program for doing activities with children	9
To foster curiosity, social interaction skills, language and school readiness in children	10
To engage all AANGANWADI facilitators to optimally translate the principles of ECCE into activities.	13
To ensure that curriculum is engaging and is sensitive to children and their ecology	13
To ensure systematic evaluation of children’s learning and effectiveness of the curriculum.....	14
Process of the curriculum Development	14
Literature review –theoretical underpinnings and existing curricula	14
Workshops for Aanganwadi workers to foster the aims of curriculum	15
Observation of AANGANWADI preschool class sessions	16
Components of curriculum	17
Goals OF the curriculum	18
Skills and competencies that are fostered through the pre-School curriculum	22
Themes in the curriculum	25
activities With children	27
Observation form for aanganwadi preschool class	31
CONCLUSION OF SECTION 1	32
Workshops.....	35
Lesson planning	37
Field Observations	39
Teacher interactions	45
Development of Teacher observation checklist	48

Qualitative assessment of children’s learning and behavior	53
Impact of curriculum implementation.....	56
SAMPLE IMPLIMENTATION PLANS	58
Week 1.....	58
WEEK 2.....	62
WEEK 3.....	66
WEEK 4.....	69
WEEK 5.....	71
WEEK 6.....	74
WEEK 7.....	77

SECTION I
PROCESS OF
CURRICULUM
DEVELOPMENT

INTRODUCTION

The Nizamuddin Basti is an interesting paradoxical site which on one hand is rich with cultural heritage in form of shrines, mausolems and baolis and on the other hand it is a busy community clustered around the dargah with limited space depicting a typical picture of urban poverty (Centre for Early Childhood Education and Development, 2010). Located in the urban part of Delhi, it has a predominantly muslim population. An ecological approach to Early Childhood Care (ECE) intervention looks into the interaction between the child and his/her environment that includes the physical environment as well. The cramped spaces, accumulated of garbage, overburdened sanitation system are the immediate environment of the child in the basti.

A study by CECED (2010) sponsored by the Aga Khan Foundation tried to ascertain the early childhood care and development of children between 3-5 years. Amongst the total population of children in the age group of 305 years, 72.6% are going to school (CECED, 2010). In terms of health status of the child, 64% of the children were found to be stunted. Four out of five children were found to be anaemic. To assess the school readiness, the study administered the School Readiness Scale (World Bank) scoring children on pre number and space concepts, Sequential thinking, seriation, pattern making, word and sentence making and following instructions. Out of a maximum score of 40, only 3 out of 32 children scored more than 30. A significant finding was that 2 out of 3 children who went to Aanganwadi Centre (AWC) scored well but their performance can't be exclusively credited to AWC (CECED, 2010).

THE NEED FOR A PRESCHOOL CURRICULUM

The aanganwadi preschool curriculum for the Nizamuddin basti is developed to ensure the functioning of the preschool aspect of the aanganwadi centres. The idea to develop a contextualized, simple and participant based curriculum arose from ongoing observations and surveys done by the field team in the AWCs. Some of the aspects mentioned in the later paragraphs further elucidate the need for a preschool curriculum in the basti

AVAILABLE PRESCHOOL SERVICES IN THE BASTI

The baseline survey was conducted by CECED and Aga Khan Foundation in 2010. The following points give a summary of the available preschool early childhood education services in the basti. There are seven aanganwadi centres within the community, 2 schools run by NGO, a nursery class in an MCD school and some private run preschools (CECED, 2010). These 7 AWCs cater to a population of 12500 people and naturally perceived as inadequate. The study found that 79% of the children were receiving preschool education out of which only 16.4% went to the aanganwadis. The study assessed the quality of the AWCs using an adapted tool- Early Childhood Environment rating Scale.

Physical infrastructure- the study found that there was shortage of space for children in the centres. *None of the aanganwadis had enough space for seating children or any drinking water or toilet facilities.* Safety of the buildings was questionable and there was inadequate storage space for teachers to keep the teaching learning material.

Pedagogical Practices- The AWs did not start before 10 despite the scheduled timing of 9 AM and the children were sent away by 11 instead of the scheduled 12 PM dismissal. The daily routine comprised ___children sitting in rows (as much as is permitted by the space), filling registers and records by AWW. Most of the times, children were asked to keep quiet and maintain order. Sometimes, children along with the AWW sang a few rhymes. There was no fixed plan of activities and most of the time the AWWs blamed the inadequate infrastructure for the dismal situation of ECE in the centres.

The need for a structured preschool curriculum is evident. Simply stated, the preschool component of the AWCs has not really been functional in the basti – at least the component has not been conducted by AWWs with any degree of regularity, consistency or effectiveness. The AKF has tried to strengthen the aanganwadis by placing community teachers. Observations have shown that the activities in the aanganwadis are limited to the aanganwadi helper bringing the children to the aanganwadi, giving them food, doing some games (a sporadic occurrence) and keeping records. Hence one of the key objectives was to initiate the preschool program by bringing it some structure as well as function that is consistent with the lives of children in the basti.

SPACE CONSTRAINTS

It is difficult to imagine a group of 15-20 children doing preschool activities in a space constrained Aanganwadi centre in the basti. Aanganwadi facilitators (AF) (include Aanganwadi workers, aanganwadi helpers and community teachers from AKF). Workers have often cited lack of space in the aanganwadi as one of the main reasons for the almost non functional preschool aspect of ICDS. AFs complained that they have teaching aids, useful teaching kits but there is hardly any space to do those activities with children.

The ideal solution would be to have spacious aanganwadis within the basti so that they are easily accessible to the community. Given the nature of Nizamuddin Basti and looking at the rate of urbanisation, it will be unusual to find adequate space in low income settlements which is where government aanganwadi centres tend to be situated. It becomes even more difficult given the unrealistic rent provided by the government. There is a fairly strong lobby advocating for improving the ICDS system through better wages, additional teachers for preschool component and improved spaces. While we agree with all these, we took the opportunity in this project to see how best we could address the preschool needs of children under 5 years in shrinking spaces in low income urban areas. Acknowledging the need to initiate a curriculum to encourage children to come to the Aanganwadi and moreover spend active time learning new things, we focussed on the curriculum and therefore on activities that focus on the cognitive and socio-emotional development of the child but that can be conducted within smaller spaces.

The curriculum is guided by the changing urban context that looks at space as a major determinant of the quality of preschool education. It focuses on the development of children through activities that keep in mind the constraints of urban localities where government aanganwadis tend to be located. It does not deliver compromised activities and overlook the space constraint but to look beyond it and develop activities that are innovative, locally meaningful and that can stretch boundaries of the learning space beyond the constrained confinements of the

aanganwadi centre. For example, using the basti Park often to take children on nature walks, including physical activities that do not need much space such as yoga.

LACK OF STRUCTURE AND POOR ENROLMENT-ATTENDANCE RATES

As stated in earlier reports on aanganwadi centres (CECED, 2011), **both physical and pedagogical aspects of the aanganwadi centres lack structure.**

With respect to the preschool program, the understanding of the AFs at the aanganwadi is inconsistent, infrequently put to action and at times only superficial. Some of the AF have knowledge of early childhood development and terms that are often used in training such as maansikvikas(cognitive development), samaajikvikaas(social development) and so forth. However, these are hardly used as principles to develop activities for children. Also at times the words just leave a superficial boxed understanding of development that is not effectively used in everyday lives. The roles and responsibilities of the AFs are not clearly defined resulting in poor functioning of the aanganwadi.

Because of the inconsistent and ineffective functioning of the centres, many parents have started sending children to private schools which are sprouting in every corner of the basti. Notwithstanding the quality of preschool education, at least childrens' attendance is monitored in the private preschools. This development points out a major lacuna in the aanganwadi centres, the lack of attendance monitoring. Children are considered to be present at the centre if they collect the food supplement offered there – for which they need not be present – someone can collect it on their behalf. One of the main reasons is the lack of a structured curriculum and unaccountability of AF towards the preschool programme of ICDS. If aanganwadis become credible centres of preschool education, the issues of enrolment and attendance can be overcome as parents would know that children are learning and AF will feel accountable for effectively implementing the curriculum.

DEVELOPMENTALLY APPROPRIATE AND LOCALLY MEANINGFUL PRESCHOOL EDUCATION

Not much has been happening on the preschool front of the ICDS so to deliberate on the quality of the preschool activities is a futile exercise. When the AF has children in the centre, she does some games with them and distributes the meal. Nonetheless it is important to stress on the appropriateness of the activities such that they are fulfilling the developmental needs of children and are locally relevant. This also doesn't mean the curriculum shuns useful and interesting knowledge outside the life-worlds of children in the basti. It should be effectively included in the curriculum.

The developed curriculum adapts guidelines and recommendations of the National Focus Group report on Early Childhood Education and Development (NCERT, 2006). These are as follows:

Developmentally appropriate, activity based, and related to the child's needs, interests, and abilities, according to age;

An integrated set of experiences to foster holistic growth and development in all domains, such as health and well-being, and cognitive, physical, social, emotional, and language development through an interlinked approach;

Flexible enough to suit the diverse social, cultural, economic, and linguistic contexts of our country, as well as adaptable enough to suit individual differences among children;

Able to help the child to **adjust to the routines of primary school** as well as to the demands of more formal teaching

HOW WILL THE CURRICULUM HELP?

The curriculum will support the aanganwadi facilitators to optimally spend 2 hours engaging with children doing activities that nurture the different domains of development-physical, cognitive, language, socio-emotional and creativity. These aspects are basic to learning and development in young children.

Keeping in mind the current status of preschool education the basti and delineating the need for developing a curriculum, we have stated the main **objectives of the curriculum**:

- i. to develop a structured preschool education program so that the activities for children are part of a thought out programme and not sporadic
- ii. to foster curiosity, social interaction skills, language and school readiness in children
- iii. to engage all aanganwadi facilitators to optimally translate the principles of ECCE into activities.
- iv. to ensure that the curriculum is engaging and is sensitive to children and their ecology
- v. to ensure systematic evaluation of children's learning and effectiveness of the curriculum

Each objective of the curriculum is further explained as to how it will be implemented through the curriculum.

A STRUCTURED PROGRAM FOR DOING ACTIVITIES WITH CHILDREN

While developing the preschool curriculum, we looked at structuring the processes and the content at various levels. This was at the level of the aanganwadi centre and during preparatory activities. For example, structure of activities, structure of the day's routine, structuring evaluation of the outcomes and so on. At the same time, we should also be able to refrain ourselves from conforming it to a rigid framework. The current status of preschool education in aanganwadis is dismal and one of the reasons is that there is no structure available for AF to work with. As a result, they sometimes do some games, rhymes or writing activity that is random and is not incorporated effectively into the learning process.

By providing a structured program for the activities, we are attempting to ensure that the curriculum is founded on certain objectives and goals that will foster an effective teaching learning process. There is definitely space within the curriculum to do activities and for children to engage in free play and interactions. There is routine to

the day and the teacher is prepared to do activities with children. These activities are based on themes that represent some part of the life-worlds of children. Hence the structured program is able to provide familiarity with challenge. The curriculum is, to say the least, activity based and encourages interactions, but also it has an adaptable framework that ensures a good balance between curiosity-led exploration and structure.

The structuring will benefit children as it will give them a sense of order and security. They will engage in activities that are developmentally appropriate and cater to all the domains. Children will be able to do a variety of activities from conversations, storytelling to nature walks and circle time. They will constantly engage with themes, learning new skills, practicing old ones while actively participating in the curriculum.

TO FOSTER CURIOSITY, SOCIAL INTERACTION SKILLS, LANGUAGE AND SCHOOL READINESS IN CHILDREN

In order to better understand each of the **domains of development** and develop activities fostering these domains, we have defined goals for each domain that should also be understood as learning outcomes for the children. These learning outcomes encompass the four overarching principles of early childhood education and development that we promote through the curriculum. These principles are basic to preschool education and should be included irrespective of the facilities available to implement the curriculum. The principles are as follows:

Curiosity/ Active stimulation should be considered as a major component of preschool education. Young children learn by touching, feeling and exploring things in their environment. A young child expresses a sense of wonder and curiosity about the world in all her/his experiences. Whether watching a bee sitting on the flower, blowing bubbles, using kitchen utensils as toys, or experimenting with objects to see what sinks or floats, the child is engaged in finding out how the world works. The *use of the five senses* rapidly evolves during this period. A common sight is children manipulating objects in their surroundings, exploring the nature of live and inanimate things using trial and error. Not only this, children readily acquire the vocabulary to describe, relate and share this concept with others. Stimulation within a caring environment provides a secure base (Ainsworth & Bowlby, 1991) for the child to seek her/his environment and make meaning of the world around.

Teachers and other significant adults in the life of children nurture curiosity in young children through everyday experience and facilitating through modelling, communication of expectations, welcoming the child's questions, encouraging them to explore and providing a balance of familiarity and challenge. The *curriculum will foster curiosity/active exploration* by incorporating activities that give opportunities to children to:

- perform activities that grow from personal interests and intentions.
- explore materials actively with all their senses
- discover relationships through direct experience with the object
- express their experiences in words
- actively engage in concept building and develop skills to apply them in everyday life

Social interactions are integral to the healthy development of the child. *Warm and positive relationships* that children form with adults during this period has a long term impact on their lives (NCERT, 2006). The trusted adult enables the child to get familiarized to her/his cultural setting. The *emotional support and affection* that the child receives ingrains a sense of personal and physical security. It also engenders a sense of competence and builds on the child's self-esteem (Bandura, 1989). The child gains the understanding of empathy, sharing one's feeling and generates a sense of autonomy to practice these newly acquired skills (Erikson, 1950). For example, an early childhood education worker asking the child about his day's experience or daily routine in his family not only gives the child opportunity to speak, but also facilitates her/his identification with the cultural setting and knowledge of the diversity of experiences that children have.

Besides the family, the preschool setting becomes a significant place for social interactions. Through these interactions, children begin to establish a sense of 'self', learn appropriate social behaviour such as sharing, cooperating, and respecting the property of others. The *curriculum will foster social interactions* by incorporating activities that give opportunities to children to-

- learn and practice appropriate social skills
- develop confidence that nurtures positive self-esteem and children show a greater willingness to interact with their environment.
- recognize and share their thoughts and things with their peers that foster cooperation.
- develop the necessary communicative skills for engaging with each other.
- understand each other's feelings which nurtures empathy in them
- establish and sustain relationships

Language is an imperative source for the child to construct knowledge (Mohanty, 2006). Research validates that development of language is a result of *shared process in a cultural setting*. It not only enables a basic comprehension of the world around the child but evolves its understanding in a socially embedded system (Mohanty, 2006, Viruru, 2001). For example, the ways in which children interpret relationships, deal with problems of word order and grammatical relationships will differ for different languages (Kuntay & Slobin, 1999). This aspect also highlights *the importance of diversity in a group* which is a common scenario in India. Such experiences also lead to increased familiarity with other cultures. The child becomes respectable and inclusive of others needs and also takes pride in her/his background.

Several researchers also emphasize the significance of learning in one's mother tongue. Children who communicate in their mother tongue face lesser problems in an ECCE setting (NCERT, 2006). But it is not an easy task, given that the teacher has to know the mother tongue of so many children. The problem can be solved if the teacher is *sensitive and provides opportunity to the child to interact in her/his mother tongue*. For example, if a teacher asks all the children to wish good morning in their own mother tongue, s/he is including language as a medium to build relationships without much training required.

During early childhood, language develops with amazing rapidity. The child's ability to understand, process and produce language flourishes between the ages of 3 to 6 years. The increased capacity in expressive (spoken) and receptive (comprehending language) enables them to engage in social interactions and make sense of the world around them. Children pick up vocabulary through observations of others involved in conversations and also when the child engages in interactions with others. Language development is crucial for communicative competence, learning and building social relationships. Language and cognitive development are interdependent on each other. The ability to plan, remember, categorise, learn and analyze is enhanced by improving language. *The curriculum will foster language by incorporating activities that give opportunities to children to-*

- increase vocabulary that will enable the children to engage in complex conversations.
- understand their own as well as culture and familial practices of other children cultures.
- put her/his imagination in words and express it to others
- enhance their understanding of the roles and responsibilities of different people and builds social relationship with others.
- enhance their reading and writing skill development and thereby facilitates school readiness.
- able to make connections between different objects, people, events and situations.

Emergent literacy is an essential component of ECCE. It involves the development of basic skill that would *enable children to read and write when she/he enters primary school*. It also includes the introduction of structure and routine that the child is most likely to experience in a school setting. The grasping skills enhanced by manipulating blocks and toys also need to be familiarized with holding pencil to draw, write etc. Providing the freedom to scribble and draw without restraint of boundaries encourages the child to explore beyond the textbooks. The foundation for literacy in terms of numeracy and reading skills is also laid during ECCE. The child learns better in a familiar environment. *The use of traditional ways* to teach words through folk stories and identifying things at home are always considered better than trying to explain the child about an alien environment i.e. one which is very different from their surroundings.

Emergent literacy should not incorporate a downward form of primary schooling (NCERT, 2006). This is to say that too much structure, rote learning and excelling in reading and writing words should not be forced upon children. *The curriculum will foster emergent literacy by incorporating activities that give opportunities to children to-*

- follows structured daily routines and work independently
- listens and pay attention to what someone else is saying.
- play with other children and engage in group activities that promote cooperative learning.
- follow simple rules.
- write their own name or to acquire the skill with instruction.
- Know the alphabets

- acquire basic numeracy and language skills.
- follows different concepts, instructions and comprehends story facts

TO ENGAGE ALL AANGANWADI FACILITATORS TO OPTIMALLY TRANSLATE THE PRINCIPLES OF ECCE INTO ACTIVITIES.

The AFs at the centres should be able to effectively engage with children, the curriculum as well as with each other to ensure that the activities are done as it is intended in the goals of the curriculum. The AFs should not just mechanically implement the curriculum but also participate in translating the overarching principles of preschool education into activities. The AFs are provided training to get familiar with the curriculum and their suggestions on activities and themes have been incorporated in the curriculum. Through the curriculum and trainings, the AF will be able to:

- Make sense of the goals of curriculum for self as well as for children.
- Relate the steps of the activities to the goals of the curriculum.
- Ensure active participation of children and provide them opportunities to interact with each other.
- Develop activities under themes on her own, while keeping in mind the goals of the curriculum.
- Use and develop teaching aids that are simple, creative and appropriate for the activities.
- Work with each other in a conducive manner while distributing roles and responsibilities effectively.
- Sensitively assess their own teaching, teaching learning process in the class and the learning outcome of children.

TO ENSURE THAT CURRICULUM IS ENGAGING AND IS SENSITIVE TO CHILDREN AND THEIR ECOLOGY

The activities that AFs and children do should be fun. Both structured and free play activities should involve children in a way that they are keen to participate and the knowledge they gain is through exploration and engagement. The goals of the curriculum and hence the activities should be sensitive to children, their needs, their abilities, their families, their culture, their community and society in general. To achieve this objective, the curriculum will:

- Include developmentally appropriate activities that are activity based
- Be sensitive to children's interest, abilities and needs
- Discourage labelling of children and their social, cultural and economic context
- Embrace diversity of socio-cultural context and increases its awareness through activities in curriculum.
- Be sensitive to children with special needs, gender and caste/ethnic concerns
- Ensure the use of local materials, arts and knowledge

- Encourages interactions between families of children, aanganwadi and the community

TO ENSURE SYSTEMATIC EVALUATION OF CHILDREN’S LEARNING AND EFFECTIVENESS OF THE CURRICULUM

There are few aspects to this objective that needs to be specified.

First, evaluation is not testing children on how much they score or what they can not do but to assess their progress as they participate in day to day activities at the aanganwadi centre. The teacher monitors the learning outcomes for each child, what the child learn and areas to identify areas where greater effort is required.

Second, the evaluation is not just for the children but also for AFs who self-evaluate themselves with respect to implementing the curriculum. There should also be interaction among AFs who give each other feedback. Evaluation of the teaching learning process is also essential. How did the activity go? What worked, what could be changed to make activity more interesting? How can this teaching aid be used for other topics? These questions reflect an evaluative viewpoint that should be constructive and holistic in nature.

Third, the evaluation is formative and systematic. This means that evaluation takes place through continuous and comprehensive observations. Using a checklist with skills and outcomes is an effective way of doing evaluation.

While evaluating, AFs should be aware that all children do not learn at the same pace. All aspects of curriculum will be evaluated and not just the traditionally tested numeracy and literacy skills. Evaluation will be structured to and follow a similar pattern for all children but it should not be rigid or box children into categories.

PROCESS OF THE CURRICULUM DEVELOPMENT

The literature review, our field experiences and interaction with ECCE teachers led to the development of the objectives of our curriculum. The process of the curriculum development followed a three step process – literature review of the existing curricula, observations of preschool education in the existing aanganwadi centres and workshops with the aanganwadi facilitators:

LITERATURE REVIEW –THEORETICAL UNDERPINNINGS AND EXISTING CURICULA

A **literature review** was carried out to explore the different facets of early childhood education and development. We looked at theories that support ‘early childhood education’ as well as various international and national curricula that are functioning currently. With the review, we fulfilled three main aims. First, build an understanding of the construct of early childhood from different perspectives- theoretical, research and regarding laws & the policies of the country. Second, to build on this framework, we have included effective national and international curricula, which capture the wide range of good practices in ECCE in the country and in the world. Third, the review also takes into account the socio, economic and cultural ecology of the child to emphasize on the context in which the child and the family live.

Following areas are incorporated as a part of the literature review.

Significance of the preschool years in terms of rapid periods of physical growth and brain development followed by a brief profile of the young child in India.

Exploring the Education/development component of the ECCE framework. This includes Active Stimulation, Social Skills, Language and School readiness. Certain ECCE curricula have been included in the review to emphasize on the nature of effective practice and diversity of curricula.

A brief summary about ICDS and its functioning in India is followed by the implementation and its status in the Nizamuddin basti.

Aga Khan Foundation- Basti relationship in terms of what is already being done in the area of ECCE.

Essential principles that guide an effective ECCE curriculum.

WORKSHOPS FOR AAANGANWADI WORKERS TO FOSTER THE AIMS OF CURRICULUM

Before implementing the curriculum with children, it is essential that the AFs recognize the need for developing a new curriculum. They should be well versed with *the objectives of the curriculum and acquainted with its features such as lesson planning, active learning* and others. To ensure this, we conducted some *workshops* that supported AFs to explore various facets of the curriculum and of early child development through active participation. The workshops were designed keeping in mind the heterogeneous grouping of the AF, their present knowledge of the concepts of preschool education and the state of functioning of the aanganwadi centres. The flow-lines of the workshops that expand on the content of the workshop have been included in the annexure.

The first workshop was a two-day workshop titled '*parichay: poorvschoolipaathyakram*' (*Introduction: Preschool curriculum*) that introduced the AFs to the objectives of the curriculum. In the first part of the workshop, AFs deliberated on the need to develop a preschool curriculum and later the participants were introduced to objectives of the curriculum. The participants were taken through a process of remembering their own childhood and understand what emotions children go through. While recounting their earliest memories of childhood and their education, a link was established with the behaviour of the teacher and effect it has on children. During the second day of the workshop the participants discussed the basic principles of working with children.

The *second workshop* helped the AFs to have *hands on experience of activities* that can be done with children. These activities fostered a child centred, locally relevant, space and resource friendly preschool curriculum.

The *third workshop* was about *lesson planning*. Participants explored the need for lesson planning, they discussed the important aspects and developed plans to be implemented in aanganwadi centres. The participants took keen interest in the development of lesson plans. They were divided into 4 groups with five participants each. Each group was given a topic for developing lesson plan. Under the broad theme of 'my body', the four topics were:-

- parts of my body (eyes, ears, nose, hands, legs)
- My senses (seeing, listening)

- My senses (speaking, touching/feeling, tasting)
- Who am I (myself)

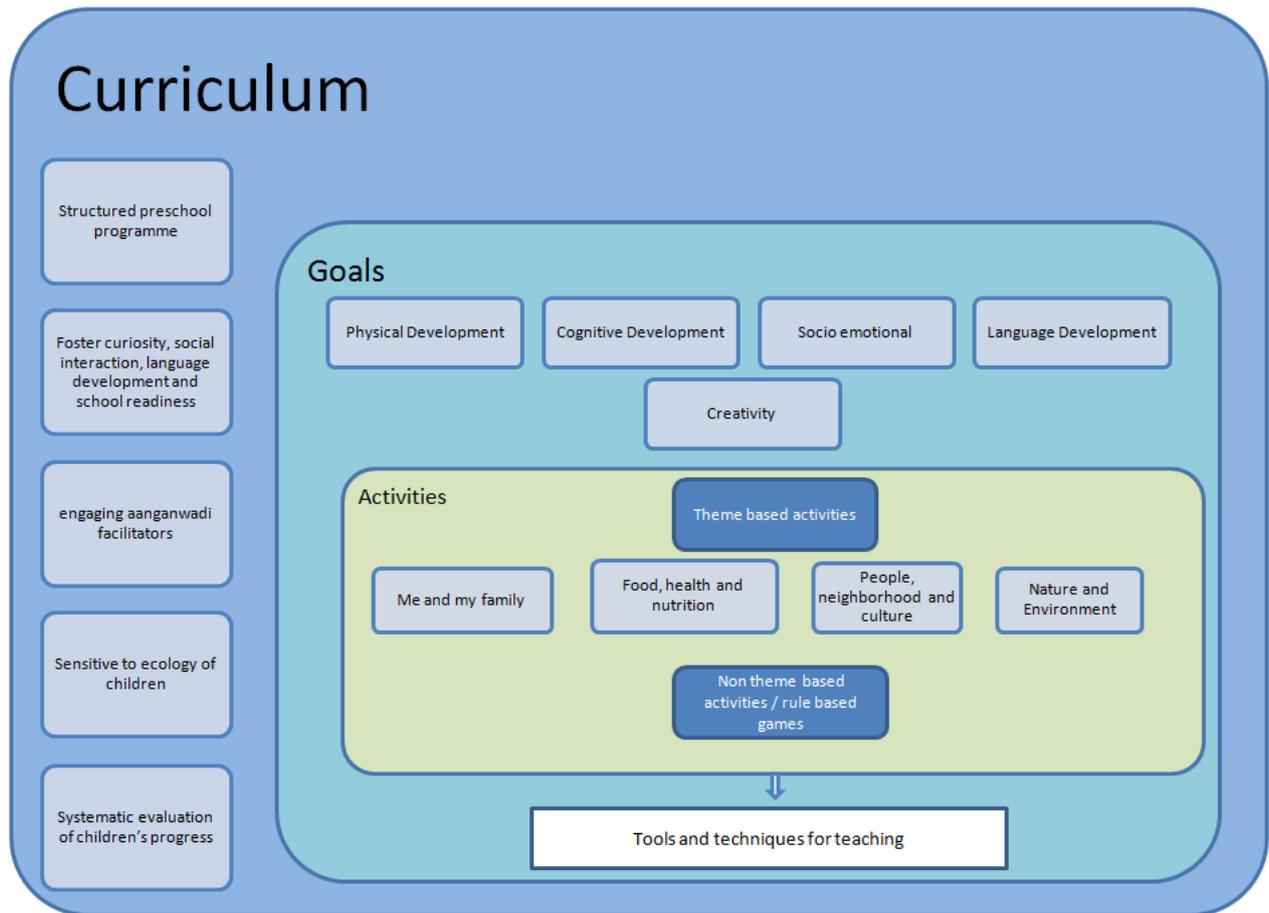
After discussions on the activities to be included in the lesson plan, each group demonstrated how they would carry out the lesson plan with children. The facilitator gave suggestions and elicited responses from the participants which were then later included in the lesson plans. The revised lesson plans were then distributed among the AF to practice them in the classroom.

OBSERVATION OF AANGANWADI PRESCHOOL CLASS SESSIONS

Observation of a preschool class with AFs (Community teachers)

1. Since it was the school surrounding, there was good space and it was used well by the four teachers. The class was theme based (fruits and vegetables) and from the beginning to the end, the theme was kept in mind while designing the activities.
2. The teachers engaged all the children and were positively involved with them. Some children who did not participate in the activities were given time to be on their own and then they were slowly involved in the activity.
3. The classification activity went well. Children wore crowns of fruits and vegetables which they thoroughly enjoyed.
4. This was followed by a 'exchange place game' that went well. The children spoke out their vegetable/fruit and also that of their friends. The teachers allowed interactions amongst children.
5. After this, children coloured their worksheets. The activity went smoothly with children colouring, showing it to the teachers and getting appreciation. After the meal, the session included balance race and storytelling. It is worth mentioning that the teachers divided the class into groups to do the story telling session which went smoothly. Children were attentive and enjoying themselves.
6. The teachers were facing some problems in ensuring that the children make a circle. It was suggested that either they do a small circle activity to ensure a circle rather than asking them to do so or they make a line first and then move in form of a circle.
7. The children enjoyed themselves as they participated in the race as well as did their worksheets
8. Another commendable thing about the teachers was that they were not very rigid or controlling of the class and gave children time to stay in or out of the activity. They were also suggested that its good not to be rude but at times they have to be firm so that the child knows that they have to participate and the child is not deprived of the fun in the class.
9. A teacher asked what they should do if a particular child or few children are disturbing the class. It was suggested that the child be placed out of the group for some time and told the reason(here being undesirable behaviour). But also ensuring that the child is brought back in the group once s/he seems to realise what had caused their distancing from the group. Another way is to use flashcards and signals that encourage positive behaviour.

10. The teachers should be able to make eye contact with each child during the day and ensure that all children are involved in the activities.
11. It was definitely a lively and energetic group. The teachers had planned their activities well, which were completed in time. A bit organisation and distribution of responsibilities amongst themselves would have made the class more effective.
12. It is also suggested that teacher give very simple and clear instruction to children and explain them the activity and its significance before doing it with children



GOALS OF THE CURRICULUM

The curriculum looks at five domains of development that are fostered through different activities with children. These domains further have goals and sub-goals that are learning outcomes of the curriculum. The goals define the specific learning outcomes in the various domains of development. The set of activities are in coherence with the learning outcomes. All the domains are interrelated and development of children is a continuous process. Learning outcomes too result from interaction between different domains and not just one. In this case, we have placed specific learning outcomes for each domain considering that one domain is more associated with the learning outcome than the other. In the following table, we first briefly explain the domain of development and then state the goals and sub-goals corresponding to that domain.

Domain	Goal and sub goals
--------	--------------------

Physical development of the child is continuous and takes place through most of the activities that children engage in. Development of gross motor(crawling, walking, running) and fine motor skills (eye-hand coordination, cutting, writing) help child in accomplishing many tasks successfully, essential for development of confidence. Children develop balance, coordination and control in using these skills.

Physical development	<p>Children practice and refine gross motor skills showing greater coordination and body control</p> <ul style="list-style-type: none"> - demonstrate balance and control of body movement through walking on a predetermined path, running, turning, balancing on one leg - coordinates body movements to catch, throw, hop, jump, hold - demonstrate spatial understanding through body movements such as turning, following directions etc
	<p>Children practice and refine fine motor skills demonstrating eye hand coordination and dexterity</p> <ul style="list-style-type: none"> - able to stack blocks and similar objects, turns pages, - plays with clay, uses thick crayons to colour and engages in sand play - able to tear paper, paste, string beads, separate pulses
	<p>Children show age appropriate self help skills and personal hygiene</p> <ul style="list-style-type: none"> - demonstrate personal hygiene skills and describe its importance - show awareness of healthy eating habits and exercise the choice to healthy food - demonstrate an awareness of harmful substances and behaviours in the environment and avoid them

The domain of cognitive development addresses building of knowledge in children. Through this curriculum, attempt is being made to focus on the aspects of critical thinking and reasoning along with practicing of the basic cognitive skills such as think, reason, question and remember, engage in problem solving;. Cognitive development takes a sequential path as given in the following table.

Cognitive Development	<p>Children develops and demonstrates cognitive abilities</p> <ul style="list-style-type: none"> - actively use senses for exploration - attend, observe, identify, name, match and compare - sort, seriate, classify, conserve
-----------------------	--

	<ul style="list-style-type: none"> - synthesise, analyse, evaluate, engage in problem solving and making choices, critical thinking
	<p>Children develop concepts through active exploration and enquiry</p> <ul style="list-style-type: none"> - develop concepts of shape, colour, size - develop concepts of space (above & below, front & behind) and time (before & after) - develop concepts of number and quantities
	<p>Children show awareness of biological, physical and social environment and relate to it in a contextually meaningful manner</p> <ul style="list-style-type: none"> - demonstrate understanding of biological concepts such as plants, animals, human beings - demonstrate understanding of physical concepts such as air, water, land, weather, light, sound - demonstrates understanding of social environment that includes the neighbourhood, our helpers

Domain of Socio-Emotional Development embodies person's self and her/his interactions with others. It refers to the development of social skills to regulate their behaviour and also understand others in order to build and sustain relationships. Children develop a self-concept that results from interaction with others as well further contribute to their relationship with others. Children also gain a sense of community and engage with others in different situations.

Social Emotional development	<p>Children are able to interact with others and participates in social situations</p> <ul style="list-style-type: none"> - able to participate in group activities with rules - show leadership, participate as a team member, take responsibility and cooperate in activities - establish and maintain relationships with others and accept diversity among people, social events and practices
------------------------------	--

	<p>Child demonstrates understanding of self, family and immediate social environment</p> <ul style="list-style-type: none"> - develops and expresses self awareness in terms of characteristics (body parts, personal objects), abilities (run, jump, knowledge) and preferences (likes, dislikes) - understands the roles of family, people, the work they perform, presence within the family
	<p>Child recognizes and expresses emotions in self and others</p> <ul style="list-style-type: none"> - able to express emotions as well as label them appropriately - regulates emotions in socially appropriate ways - perceives feelings of others and express caring and empathetic behaviour

Domain of Language development looks at both - development in expressive as well as receptive language. During preschool years, Children build on effective strategies in listening, understanding, speaking, and communicating. Development of language also contributes to literacy skills that children acquire in the course of preschool education.

Language Development	<p>Child listen and make meaning of communication with others</p> <ul style="list-style-type: none"> - aware of sounds in the environment - carries out simple instructions (single instructions) - carries out complex instructions
	<p>Child expresses thoughts and feelings and effectively communicates with others</p> <ul style="list-style-type: none"> - describes events, thoughts, experiences in 4-5 sentences - is able to integrate listening and expressive skills to retell events, narrate stories, answer questions, sing rhymes with increasing complexity - learns to use language in socially appropriate ways - learns to use politeness terms such as thank you, sorry when needed
	<p>Child develops emerges literacy skills and uses them effectively in class</p> <ul style="list-style-type: none"> - demonstrates print awareness and is able to recognize familiar signs, logos and

	<p>words on sight</p> <ul style="list-style-type: none"> - demonstrates understanding of letter sound correspondence , word in half and word ending sounds - child attempts early writing through drawing, scribbling, imitation, invented spellings
--	--

Domain of creativity supports children’s imaginative thinking and self expression. Children exhibit curiosity in finding out about properties of different objects. They create, adapt and appreciate various art forms. They express or represent experiences, ideas, feelings and fantasy in different ways.

Creativity	<p>Expresses creativity</p> <ul style="list-style-type: none"> - through divergent thinking - through Music, art and movement - recognises and appreciates creativity of others
	<p>Appreciates beauty(aesthetics) and knows simple ways of preserving it</p>
	<p>Create original work of art, music, story, pattern with one or more attributes (colour, shape, event, object)</p>

SKILLS AND COMPETENCIES THAT ARE FOSTERED THROUGH THE PRE-SCHOOL CURRICULUM

The goals can also be related to certain skills that belong to the domains of development. For the understanding of AF, Hindi translations have also been provided.

Domains	Skills	Hindi Translation
Physical	Spatial Understanding	<i>Disha ki samajh</i>
	Dexterity	<i>Dakshata hona</i>
	Balance	<i>Sharir ka santulan</i>
	Understanding Rhythms	<i>Laya ko samajhna</i>

	Sensory Development	<i>Gyanindriyon ka vikas</i>
	Hand eye coordination	<i>Aankh aur haath ka tal-mel</i>
	Gross motor skills	<i>Badi maanspeshiyon ka vikas</i>
	Fine motor skills	<i>Choti maanspeshiyon ka vikas</i>
Cognitive	Active Exploration	<i>Khojna</i>
	Curiosity	<i>Jigyasa</i>
	Stimulation	<i>Uttejit hona</i>
	Decision making	<i>Nirnayl ena</i>
	Problem Solving	<i>Mushkil ko suljhana/ saval hal karna</i>
	Matching, Sorting, Seriation and Classification	<i>Milana ,Chantna, kram se laganaaur Vargon mein baantna</i>
	Concept formation	<i>Kisi vishay par dharna banana (avdharna)</i>
	Understanding more and less, big and small, up and down	<i>Kam-zyaada, chota-bada, upar-neeche ki samajh</i>
	Counting objects	<i>Vastuon ko ginna</i>
	Understanding shapes, patterns and colors	<i>Aakar, pattern aur rangon ko pehchan karna</i>
Language	Listening	<i>Sun na</i>
	Understanding	<i>Samajhna</i>
	Speaking	<i>Bolna</i>
	Expressing	<i>Jahirkarna</i>
	Communicating	<i>Bhasha ka aadan pradan</i>
Social Emotional	Interaction	<i>Mel jol</i>
	Empathy	<i>Samajh</i>

	<p>Caring</p> <p>Sharing</p> <p>Self awareness</p> <p>Expressing emotions</p> <p>Maintaining interpersonal relationships</p>	<p><i>Dhyaan rakhna</i></p> <p><i>Baantna</i></p> <p><i>Apne ko jaanna</i></p> <p><i>Bhavnaonkozahirkarna</i></p> <p><i>Rishte banana</i></p>
Creativity	<p>Thinking out of the box</p> <p>Use of hands</p> <p>Imagination</p> <p>Inventiveness</p>	<p><i>Alag si samajh hona/ auron se hat kar samajh hona</i></p> <p><i>Haathon ka istemal</i></p> <p><i>Kalpana karna</i></p> <p><i>Rachnatmik jhukav</i></p>

THEMES IN THE CURRICULUM

The activities in the curriculum that AF will do with children are listed theme wise. There are 4 themes in the curriculum that relates to a child's life and interactions with the environment. A child's life is embedded in a *physical, social and cultural context* that are interrelated. Children do activities that corroborate with the themes and hence engage in concrete way of learning. Construction of meaning happens best when children can make sense of their own experiences. Through a *thematic approach* to the curriculum, an attempt is made to help children make meaning out of their everyday lived experiences as well as gradually engaging them in new experiences. The learning outcomes determine the themes which have been selected.

Me and my family has been taken up as the first theme as that is the environment closest to the child. Preschool is often the first step outside the home for a child, so it is essential to establish a context for the child. A connection between the home and preschool is essential not only for an easy transition but also because learning is best when it is related to her/him and the immediate environment. This theme looks at first understanding one's own body and its functioning. The child gets to understand herself as a unique person with certain qualities, likes and dislikes. Understanding of emotions and feelings are essential for the social emotional development of children. Idea of caring and sharing is an ideology to be imbibed and its included as a sub theme to give it the deserved attention.

The second theme taken up is *food, health and nutrition*. The issues taken up in this theme are also pertaining to the environment of the child. The relational aspect in learning is crucial for the child. Once the child has an understanding of self and the proximal environment, she will move on to understand other things in the environment. This theme will further explore how things work around us, where we get our food from, how does it grow? It also deals with an essential component of self help skills and basic care of one self.

Neighbourhood, people and culture is the third theme of the curriculum. It looks at the neighbouring environment the child lives in. The child explores the sights and sounds she encounters every day, through this theme the aim is to help integrate the experience to develop a concept of neighbourhood and the shared resources which are a part of it. This is developed keeping the urban context in mind, what are some of the peculiarities, some features of the place we live in. The theme also included the cultural heritage which the child is part of.

The last theme pertains to the *nature and environment*. This looks at the physical environment and the accompanying explanations. So through this theme children not only explore their natural environment but build their understanding of natural phenomena. Children also better understand their interactions with their environment. Preserving nature is of a great concern, through the curriculum an attempt will be made to engage children with this.

Each of these themes will be spread over a period of 2-3 months which will have a range of activities. Following is the listing of the themes and the different components which will be a part of it:

Me and my family	Self concept
	Knowing my body and its functions
	Five senses

	Emotions
	My likes and dislikes
	Knowing my family
	Me in the family and other spaces ; My home
	Idea of caring, sharing and relations
Food, health and nutrition	Why is food important
	Where does it come from?
	What are the different types?
	Food that is cooked at home
	Foods that I enjoy
	Food for special occasions
	Who is a healthy person?
	Caring for self, basic self help skills
	Importance of exercise and fitness
	Hygiene of self and family
	What is nutrition?
	Importance of nutritious food
	Functions of everyday foods
People, neighbourhood and culture	What is in my neighbourhood?
	Resources for recreation, work and culture
	Shapes and colours around us
	Use of common signs and symbols
	Cleanliness and preservation of neighbourhood
	Belonging to the neighbourhood, sharing and caring
	Diversity in life
	Different kinds of people and cultures
	People who help us, people we help
	Respect and tolerance
	Special clothing
	Celebrations and festivals
	Folk and cultural heritage
	Art, music and dance
	The differently abled (Special needs of people)
Elderly (Special needs of people)	

Nature and Environment	Concept of day and night
	Concept of seasons and Season cycle
	Weather
	Clothing
	Land, water, air
	Animals, birds, insects
	Plants, flowers and trees
	Preserving nature

ACTIVITIES WITH CHILDREN

The curriculum focuses on achievement of certain goals which have been stated above. The activities are being designed keeping in mind the way children learn.

Theme based activities:

About 50 activities per theme are being designed which are descriptive rather than being prescriptive. They are illustrations for the teachers to be adapted according to the need. These do not represent a whole repertoire of activities which can be taken up by the preschool teachers but act as a guideline of what kind of activities can be done to achieve an optimum level of learning. These activities embody the approach which is being adopted throughout the curriculum. Most of the activities have been adopted from the existing activity banks. The speciality is adapting them to the present context. Some basic principles that were kept in mind while designing the activities are:

- building a context before the activity
- scope for children to interpret the activity as per their understanding
- hands on experience to children
- allowing children to use their imagination
- drawing from children's experiences and giving them opportunity to gain new experiences
- focus on sight reading rather than writing and copying
- avoidance of gender stereotyping or indeed any other form of stereotyping
- ample opportunities for expressive language (a heavy focus on language development)
- compliance of activities with the goals to be fulfilled
- increasing levels of complexity in the activities as themes progress
- continuity between different activities as teachers move from one day to another

- Balance between structured activities such as worksheets and non structures such as free play
- Keeping the constraints of space in mind while developing the activities

ILLUSTRATIVE EXAMPLE

Story of food: Teacher tells the story of a wheat grain that travels from farm to homes. Then the story is revised through the use of flash cards and guided conversation. How the farmer sows a seed which gets sunlight and water. The crop is then cut and sent to different places. The vendor gets these from the wholesale market and sells in the local market. Finally it lands in our homes where it is made into different food items – roti, naan, sheermal, daliya, halwa, cake, cheela etc. Next, the children will be asked to arrange the flash cards in a serial order. Followed by this a worksheet will be given to color different food items.

Non theme based activities/ Rule based games:

The non theme based activities or energizers form an equally essential part of the daily classroom processes. These activities can be taken up by the teacher at any point of the day on her discretion, giving her freedom to design the day's activity schedule. These activities fulfil an essential aim of preschool education through instilling a sense of rules in a play-way method.

Some of the basic principles of these activities are:

- Engage all children in the process but not forcing children to take part. Slowly integrate children in the process.
- Initiated with simple instructions and complex instructions included through the course of the year.
- Using the available open spaces such as parks and other open areas within the basti
- To be done on an everyday basis

Tools of teaching:

The different tools of teaching which together with activities are at the centre of the classroom facilitation. Following are some of these tools:

- Flash cards
- Story telling
- Circle time
- Free play

- Rhymes- actions/dancing
- Rule based games
- Dramatic play/ role play
- Walks
- Show and tell
- Guided conversation
- Worksheets

The teachers will be explained about these tools of teaching not through instructions but by giving examples from classroom situations. Through the lens of *Meena baaji* and her *aangawadi* the curriculum deals with issues of facilitation.

ILLUSTRATIVE EXAMPLE

मीनाबाजी: आज सब बच्चें कैसे हैं?

बच्चें: बहुत बढ़िया !!

म: अच्छा सुनो, आज पता है क्या हुआ?

ब: क्या हुआ बाजी?

म: मैं सड़क पर चल रही थी और मैं ने देखा के आसमान में एक पीले रंग का गोला है! जानते हो वो क्या है?

ब : सूरज है !!

म: हाँ सूरज है, (म: पोटली में से एक फ्लाशकार्ड निकालती है जिस पर सूरज बना हुआ है और नीचे साफ़ बड़े अक्षरों में सूरज लिखा हुआ है) अच्छा तो बताओ, ये क्या है?

ब : येभी सूरज है !!

म : हाँ, बिलकुल ठीक कहा , ये भी सूरज है! जानते हो सूरज किस आकार का है ,**गोल** ! और सूरज से हमें क्या मिलता है?

ब: रोशनी ...

म: हम्म पर अरे मुझे ये तो पता ही नहीं के हमे रोशनी किस लिए चाहिए होती है ! क्या तुममें से कोई बताएगा? हाथ खड़े करो और मैं एक एक कर के पूछूँगी!

ब 1 : हमें रोशनी से ही तो दिखता है!

म: अरे हाँ, बिलकुल सही

बी: और धुप भी तो मिलती है!

म:हम्म, धुप भी बहुत ज़रूरी है, जानते हो क्यों?

बी 3: नहीं तो ठण्ड लगेगी!

बी 4: मम्मी कपडे सुकाती है धुप में !!

म: हाँ ... और एक बात और बताऊँ – पेड़ पौधों को बड़ा होने के लिए भी धूप चाहिए !

बी 2: और रोशनी से ही दिन होता है!

म: यह राजू ने सही कहा , रोशनी न हो तो क्या होगा ?

बी: अँधेरा ..रात हो गी !

म: बिलकुल सही, रात होगी तो हमे क्या दिखाई देगा

बी: चाँद और तारे

म:(म पोटली में से एक फ्लाशकार्ड निकालती है जिस पर चाँद बना हुआ है और नीचे साफ़ बड़े अक्षरों में चाँद लिखा हुआ है और दूसरा सितारों का फ्लाशकार्ड है)

मीना बाजी इसी तरह बच्चों से फ्लाशकार्ड के द्वारा अलग अलग चीज़ों के बारे में बातचीत करती है जैसे की बारिश, बादल, हवा आदि !

Through these examples, the facilitators will also be sensitized towards not to bring in some of their preconceived notions in the classroom facilitation, especially about the way children understand and construct the world. The teacher should build on the existing knowledge of children and guide them to a different level of understanding at the pace acceptable to them.

OBSERVATION FORM FOR AANGANWADI PRESCHOOL CLASS

In the next step that will follow, the AF will practice the lesson plans which will be observed by early child education experts and the AF will be given feedback. The observation form is a comprehensive checklist to analyze and evaluate the processes and interactions during the preschool education. The statements included in the checklist are aspects to be observed by the resource person or information provided by the teacher. The evaluation given by the observer is a three point scale that based on relative progress in the classroom processes and the scope for improvement. The three points can be understood as:

1- the observation (process/ attitude) that is evaluated is poor in its content, structure and practice and needs immediate attention i.e. Most of the times none of the good aspects mentioned in the form are observed in the classroom processes

2-the observation (process/ attitude) that is evaluated is average in its content, structure and practice and needs considerate attention i.e. the good aspects mentioned in the form are observed in the classroom processes are observed inconsistently(only say 50% of the time)

3- the observation (process/ attitude) that is evaluated is good in its content, structure and practice and needs only periodical attention ie. the good aspects mentioned in the form are observed in the classroom processes are observed most of the times.

The broad themes for the observations are:

- Teacher preparation for the class
- Teacher student interaction
- Teaching learning processes
- Aanganwadi centre environment

After the basic observations, the observer gives feedback to the AF beginning with positive aspects of the class followed by the areas that need to be improved.

CONCLUSION OF SECTION 1

The curriculum designed will be implemented and field tested. The MCH centre and the Aanganwadi –centres will be the points of implementation of this curriculum. The activities designed will be field tested which will determine the success of the curriculum in the given circumstances. Since school readiness is one of the essential aims of the preschool education, a plan for assessing it will be made. An assumption is that many children enter the school after coming to the Aanganwadi centres. All children entering the 1st standard of MCD School will be assessed this year. By next school session, a specific percentage of children would have studied at the aanganwadi centre. All the children entering the first standard will be assessed which will give a picture of the impact curriculum had on the school readiness of children.

The training of aanganwadi centre workers will be need based. In an initial session, a plan will be made with them to implement the curriculum. Later there would be one to one interactions and demo sessions for the AF. Through these sessions, some of the problems faced in the classroom transaction will be attempted to be sorted out.

An assessment schedule for children will be adapted from the existing schedules. These schedules will be filled for each child for a continuous assessment. This assessment schedule will be in congruence with the goals of the curriculum. The schedule will act as a guiding tool for the teacher in designing her strategy for children. Since aanganwadi workers do have enough on their plates, an attempt will be to make the schedule as simple as possible.

During the field testing of the curriculum, observations of the teachers will be conducted which will be done by teachers/ volunteers. An essential step in the field testing is handholding of teachers and guiding them through the process of implementation.

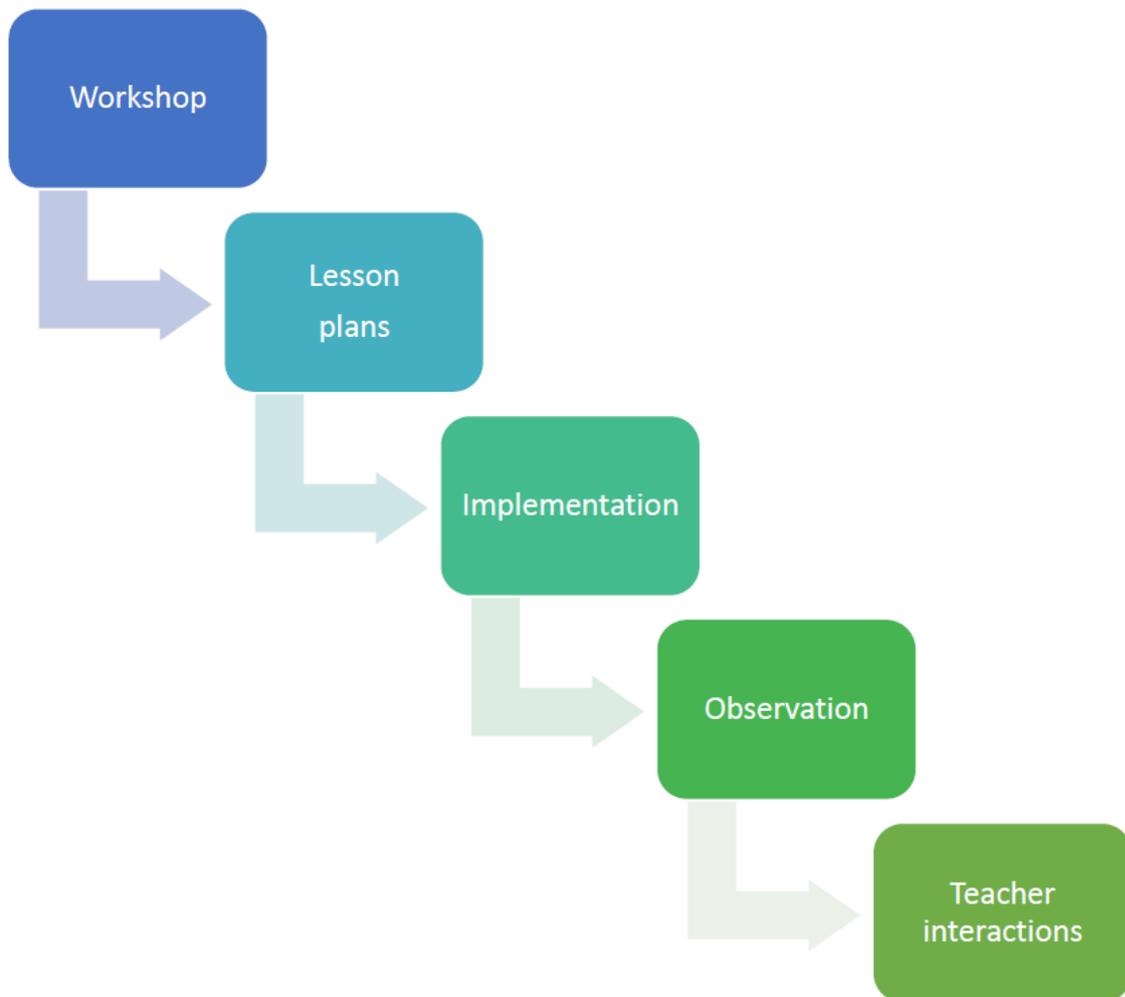
A weekly planning meeting will be held through the duration of implementation where teachers will develop the lesson plans for the coming week. The team developing the lesson plans will consist of aanganwadi workers, aanganwadi helpers and the community teachers. The plan developed will be consistent across the aanganwadi centres as well as the MCH centre so that the implementation can be monitored.

The curriculum will be presented to a wider group of experts in the field of early childhood care and development. This will be done after 2 months of field testing so as to incorporate comments and suggestions. After presentation in this forum, the curriculum will be field tested for two more months and subsequently finalized. The comments will be incorporated in the final curriculum.

SECTION II
PROCESS OF
CURRICULUM
DEVELOPMENT

The main objective for the Preschool curriculum for the year 2014 was its implementation and field testing.

Figure below shows the process of implementation.



After the initial workshops that explained the objectives of the curriculum and the different domains of child development, the teachers along with the ECCD team worked on a time table format that they would use to make the lesson plans. The theme of the workshops during this period came from the field itself. As and when the teachers expressed the need or the facilitator felt the requirement for support in a certain area, a workshop was scheduled. In one of the workshops the teachers developed activities for children under different themes that had emerged from an earlier interaction. Taking this forward the ECCD team developed an activity bank that included activities for each topic under each theme. Also these activities were developed under each domain of development.

The teachers developed lesson plans using the time table format for the first week and implemented in their aanganwadi. After the first week of the implementation, teachers and ECCD team discussed their

experiences and suggested changes in the lesson plan format as well as the activities. The format was modified and the teachers used this format.

To help them develop the lesson plans and implement in the anganwadi, workshops were conducted with the community teachers on various aspects of the curriculum such as lesson planning, use of teaching aids such as flashcards. The ECCD team gave a group of activities for a week that were divided day wise and each activity related to a domain of development. For each, there were four activities to be implemented. After that, every week for 10 weeks teachers were given a list of activities to be done with children in the day and they converted it into a lesson plan.

Then the teachers carried out the lesson plan and the facilitator observed each of the community teachers. The two broad aspects that were kept in mind for observations were how they developed the lesson plan and second how they implemented it with children. Followed by first round of observations, the facilitator conducted demonstrations on story-telling and guided conversations as it was perceived by both the teachers as well the ECCD team that the teachers were facing difficulty in carrying out these activities.

After the first round of observations, keeping the field experiences in mind, a teacher observation checklist was developed. The next round of observations was conducted using the checklist. The observations were followed by interaction with teachers where the teacher shared their thoughts on the class that was observed with other teachers, the things that worked and also the issues they were facing and the ECCD facilitator and the facilitator gave in depth feedback followed by discussions about the next week lesson plans. The teacher interactions also provided space for teachers to work together and help each other with strategies that worked for them, also discuss common issues that they had experienced. Regarding assessment of children on the curriculum, the teachers have started using diaries to write descriptions about each child on each activity using a schedule to ensure that all children for the activities are entered in observations. This was also discussed during teacher interaction.

Wide experiences of the Advisor also helped during the implementation process as on field, need based changes were an essential feature of the curriculum. The remaining part of the document further describes the structure of the steps taken and the implementation processes. The document will also discuss some of the operational issues that the team is still struggling with and areas that still need to be worked upon.

WORKSHOPS

During the course of interactions with the teachers while developing the curriculum, it was found that some of the areas required facilitation and hands on experience. To fulfil this, workshops were conducted throughout the year at different points of time. The teachers explored the different facets of the curriculum and of working with children through active participation. They discussed their experiences, issues and

learnt new strategies to apply in the class. Certain things were kept in mind while designing the workshops. The workshops took into account the current knowledge of the curriculum and functioning of the anganwadi. The strategies discussed during the workshops aligned with the resources available for the anganwadi, space and the age mix of children. Nevertheless, efforts were made to try new ways of learning and teaching.

Workshop description

The first workshop of the year was on *activities with children*. The objective of the workshop was to facilitate teachers to develop activities for children. In the first part of the workshop, the teacher and the facilitator revised the development domains of children and the goals of the curriculum. In the second part, teachers developed activities for children relating it with the goals of development under each domain. Building on this understanding, teachers are then introduced to the time table format. They focus on ensuring there is a balance between activities and each domain is taken care of in the day.

The second workshop was on the *use of teaching aids*. In this workshop, teachers contemplated on various aspects of working with children. Teachers discuss the various ways that teachers can incorporate to work effectively with children. They also explore different ways in which they can interact positively with children. The workshop also focused on teachers as individual and their own development in different domains. They discussed about the dynamics of working with each other, what role each one takes, what the classroom situation mean to them and the children.

The third workshop was on *rhythm and movement with children*. The objective of the workshop was to discuss the significance and benefit of including rhythm and movement in activities with children. Teachers discuss the benefits of using music with children. By focusing on the features of rhymes/songs and how they foster children's development. They experiment with different ways to do poems with children. Teachers also explore the different ways by which they can bring drama in class. The participants were also introduced to doing yoga with children and that eventually has become an everyday part of the class.

In the fourth workshop, participants share their experiences of working with children. In the first half they discuss the visit to the RAK child study centre, aspects that they liked and would try in their class and areas that they wanted to know more about. Teachers then shared with each the strategies they are using in working with children and how it has benefited them. Teachers also focused on writing down their observations about a particular child. They focus on what to observe without giving any value to it.

In the fifth workshop, the participants discussed about the need for assessment of children. Activities were conducted to introduce them to different forms of assessment- Qualitative (gunatmak) and quantitative (matraatmak). The teachers then focused on writing observations of children that are a part of qualitative assessment. The teacher and participants discussed and came up with a Record keeping schedule so that each child is observed on each activity over 2 weeks of time. This will feed into the qualitative assessment of children

The teachers attempted the various strategies from the workshops in their classes and discussed how it worked and also if there were any aspects that they were still struggling with. The purpose of these feedback sessions on workshops and also teacher interactions was also to ensure that the teachers work with each other, share successful strategies and experiences such that among them they build a reservoir of learnings that they can implement in their class too.

LESSON PLANNING

The teachers and facilitator developed few lesson plans on the first theme of the curriculum-Body and senses. With increased familiarity with the time table format, the teachers were able to take activities from the activity bank available to them and develop the lesson plan. The lesson plan format included time slots under each of which the activity is to be filled. The first activity is the physical activity followed by a guided conversation based on the ongoing theme of the curriculum. The third activity engages children to understand a mathematical concept followed by worksheets and the fourth activity includes art/craft and music/ dance alternatively. Story telling was included as an everyday activity and can be done at any point in the day. While developing the lesson plans, teachers focus on certain aspects that have been included here:

- The teacher keeps in mind the actual field experiences while developing the plan, when do children come, time taken to start the day, generally for how long would children engage in conversation, activities and so on.
- The teacher plans the activity considering the space and the resources she has. She tries to use the space available and make aids out of things available. Low cost or no cost materials are used and teacher used her creativity to develop new materials for children.
- The teachers plans the activities ensuring that the time slots are feasible i.e. the activities should not be over much before time or drag beyond the time. If required, they include two to three smaller activities in each slot.
- The activities relates to the current theme of the curriculum as much as it can and she brings in the personal experiences of children and teacher as well.

- The activities are balanced in a way so that children are not sitting continuously for a long time nor are they on the go all the time.
- The teachers also see that there is a balance in activities that children do in large groups, small groups, pairs and individually.
- While including an activity the teacher is well aware of the purpose of the activity and how it relates to the goals of development of children and the curriculum as well.

The format of the lesson plan:

S.No	Time	Activity description	Material required	purpose / developmental goal	observation	activities not done/ Additional activities added
1	9.30-10.00	Activity for physical development				
2	10.00-10.30	Activity for language development				
3	10.30-11.00	Activity for cognitive development				
4	11.00-11.30	Mid day meal				
5	11.30-12.00	Activity for creativity				

Process of development of lesson plan:

As stated, the first week lesson plan was developed in the workshop session with extensive discussion among the facilitator and the teachers. The teachers then implemented these plans during the week. In the following week, the teachers discussed among themselves and with the facilitator their experiences, the aspects that worked well and areas that they needed support in. For example, in most of the anganwadis, the initial sessions couldn't start at 9:30 am as it was decided in the lesson plan. As a result some of the activities suffered. In the later sessions, efforts were made specifically in this direction. In another case, if an activity was being completed before time, it was suggested to see what more can be done in the activity and also to prepare one or two buffer activities. For the remaining weeks, the teachers were given activities day wise that they had to put in their lesson plan and fill the remaining part of the plan. Then the teachers discussed with each other and prepared lesson plans for next week and conducted them including the learnings from the previous week. This was again followed by feedback sessions and then the teachers prepared next set of plans. This process was followed for the remaining weeks as well. Some of the aspects that were common with all teachers and required facilitation were taken up in the workshops.

The teachers prepared five lesson plans per week. Day 6 (Saturday) was kept for revising the activities done in the week and also to take up any activities that were left incomplete, untouched and that didn't go well. Sample lesson plans are included at the end of the document.

Some of the plans were repeated to ensure all activities were covered and implemented well. Teachers continue to make the lesson plans on the remaining topics of the themes.

FIELD OBSERVATIONS

The purpose of doing observations of the Teachers during the class was to see how they would implement the lesson plan. It is essentially both to give feedback to the teachers as well as a feed forward process. The observer is able to assess how the teacher developed the lesson plan and how she has implemented it. Whether she is able to do the activities and do them effectively. How she interacts with children and makes use of the available resources. The following parameters were kept in mind while observing the teachers:-

- Aspects specific to each of the domain related activity
- Teacher interaction with children
- Aanganwadi environment
- opportunity provided to the children to interact with each other

- participation of teacher and children in the activity
- Teacher preparation for the class, lesson plan
- Resource material available

Observation 1

- The T interacts with children as they enter the anganwadi. She asks them how they were and called out their names.
- The T then does physical activities with her: clapping hands, slowly, fast. Children do action of the rain and wind. Children joyfully participate in the actions. Some children are moving around, T makes efforts to include them in the group.
- The t asks all children to sit in a circle. She then talks about different things that are circular. She eagerly listens to what children say, repeat the answers loudly to the entire group.
- Then the T show children a pretend ball and call it 'jadu ki ball'. She puts a tokri in front and asks children to throw the ball in the tokri. She is animated in her expressions and gives clear instructions to children. Children are attentive and interested in the activity
- She gives a worksheet with a circle to the children. She give opportunities to children to choose their color. To the older children, She gives a little more complicated one.
- There are some children who are not participating in any activity. The T tries to involve these children for sometime and after a while, when children still do not participate, they continue to wander in the class. The T could have given them some different work to do, to try harder to involve them.
- The T then draws a circle in the floor. Children walk on the circle and sing out rail gadi chuk chuk on the circle. Everytime the trains stops at a station. The T tries to bring in the children but doesnt force them.
- All children then sit in a circle and T tells a story. While reading the story she could have described the picture and ask them to tell what they can see in the picture. Also she could have related the theme of the story with the lives of children, "*jab tum rote ho toh tumhe kaun chup karaata hai*". Also it would have been useful to repeat the important parts of the story.
- The guided conversation on the family theme didnt take place. no talks about the family
- T then gives toys, children are playing with different size katori and farhana talks to them asks them about big and small toys. She shows them which toy is bigger and which is smaller.
- The T throughout the session speaks in an animated tone with children, she listens to them, answers their question and engages children. However the lesson plan was not followed as

- language activity (guided conversation) and creativity activity was completely given a miss.

Observation 2

- The anganwadi centre starts at 10:30 after the helper has got children from their houses. The T and children do the ' follow me ' activity. T does an action and children repeat that action after her. All children participate in the activity and enjoy it.
- She then asks the children to sit in a circle and brings out a mirror. She gives instruction to the children as to how the activity will take place. The T is not loud enough and instructions are given as a matter of fact without ensuring whether children have understood. The T should repeat the instruction and ask in different ways to know that children have got it.
- Each children take the mirror and look into it, they say what they can see. Some children said, “aankh dikh rahi hai, kaan bhi dikh rahe hai”. Some children didnt say anything. The T asked them to pass the mirror and come back to them later. She could have asked the children and prompted more to get their response.
- She then brings material for children to do a worksheet. For variuos things, she gets up and tries to find it. While doing an activity, the teacher should be more organised, keep all the stuff that she needs with her and take the helper's help if required.
- The T should respond to the children with more politeness. She would listen to them but sometimes be rude with them.
- The helper shuld be involved in a more useful way. The T should discuss the lesson plan with the helper a day before. She should tell the helper where she needs her help such that she is with children and not running around to get the stuff. While children are doing their work, both the teacher and helper should be around to support children.
- When the food was brought, it was kept inside the room where children were so. Children were distracted and the activity time period was cut short and the T asked the children to make line for lunch. The utensils shoud be brought by the helper without any noise and not in sight of children till it is meal time.

Observation 3

- Most children are in the class and the class starts by 9:00.
- the teacher does a physical activity with children. They enjoying, jumping, turning around and doing actions.

- T then holds the duster in her hand and asks children to think that it is a magical mike in which children have to speak. Children were fascinated with the mike and really excited to talk in the mike. T asked them to talk about what they like to do with their mother and father. She asked children to speak one by one.
- Children responded with excitement. Some of the responses were, “ papa ke saath khelna pasand hai”, “meri mummy mujhko ghar lekar jaati hai” , “papa kele lekar aate hai isliye achche lagte hain”.
- T involves all children in discussions. She uses animated expressions to talk to children , asking children to repeat what the other children said.
- During the activity, children make a game by saying a child's name in unision. T allows and also participates in playing the game.
- She also tries to involve children who usually talk less with forcing them to speak.
- As the children respond. T listen to each one of them and accepts them encouraging them. She does not pass any judgements.
- During the conversation when the children got distracted, she would include a small physical activity and continue the conversation.
- Besides the activity, T does engage with children individually even if a situation arises where it is required.

Observation 4

- The anganwadi starts as soon as all children come together.
- Teacher and children do physical activity. T gives clear instructions to children and participate with them in the activity
- she then gives children paper and colors to draw. Each child has his/her own sheet of paper on which they color.
- As the children are coloring, she talks to them about what they are doing. Children seem to be comfortable with T as they answer her, ask questions and generally talk to her.
- During the guided conversation, T should spend more time on the topic. She should ask each child and maintain eye contact.
- Some of the children come late to the class and are dropped by there parents. T takes them in without stopping the class. She could also have interacted with the parent and immediately tell her that child should be sent on time.
- T gives mid meal to children at 11. all children make a line and wash there hands one by one, the helper also

- helps children and distributes food to them.
- At 11:20, T gives children newspaper and fevicol. She gives them a sheet with ice-cream outline on it. Children paste pieces of newspaper on it. Children are enjoying. T ensures that children sit in groups such that they can help each other. She also help children when required.
- The activity is over by 11:40, and children go home.
- The T is friendly with children, she maintains a smile and talks clearly and politely with children. Children also come to her, ask her questions and seek her help when required.
- The T should be more active, she was seated in one place for most of the time.
- T moved from one activity to another very quickly and the lesson plan was not followed completely.
- The T should relate the activities with child's own life and experiences and talk to them asking their thoughts before doing worksheets or craft activity.

Observation 5

- There are seven children when the class starts at 10:30 am.
- Most of the children came with the helper .
- Teacher and children do the shouting game in the physical activity time. T could have integrated some interaction with the physical activity like what they had in the morning or what they saw while coming to the anganwadi.
- All children then sit in a circle and T reads a story from a book. All children listen , some children are looking around. T should add more detail, animistic expressions while talking about the story, She should interact with children and ask them questions. After the story is finished, teacher and children should recapitulate the important events.
- Children then do a coloring activity. T should interact with children about the topic before giving them the worksheet
- T then gives children blocks of different sizes and ask them to seriate them (put thwm in order according to their size. She first demonstrtes it to them. Most of the children are unable to do it. On being prompted by the faclitator she then asks them which block is big and which block is small.
- Then the mid day arrived and after children had their mid day meal, they were sent home.
- The transition from one activity to another is very abrupt. The T did not follow the lesson plan completely.
- The t should prepare the TLM in advance and not in the class. All material should be ready and explained to the child while giving it to them.

- Activity after the mid day meal should also be done. Children should sit in the class after they have had their mid day meal.
- Helper should be involved in preparing TLM and also while carrying on the activity.

Observation 6

- Most children are in the class and the class starts by 9:00.
- the teacher does a physical activity with children. They enjoying, jumping, turnin around and doing actions.
- T then hools the duster in her hand and asks children to think that it s a magical mike in which children have to speak. Children were fascinated with the mike and really excited to talk in the mike. T asked them to talk about what they like to do with their mother and father. She asked children to speak one by one.
- Children responded with excitement. Some of the responses were, “ papa ke saath khelna pasand hai”, “meri mummy mujhko ghar lekar jaati hai” , “papa kele lekar aate hai isliye achche lagte hain”.
- T involves all children in discussions. She uses animated expressions to talk to children , asking children to repeat what the other children said.
- During the activity, children make a game by saying a child's name in unision. T allows and also participates in playing the game.
- She also tries to involve children who usually talk less with forcing them to speak.
- As the children respond. T listen to each one of them and accepts them encouraging them. She does not pass any judgements.
- During the conversation when the children got distracted, she would include a small physical activity and continue the conversation.
- Besides the activity, T does engage with children individually even if a situation arises where it is required.

Observation 7

- The class takes place in the MCH center. T does physical activity with children. Children jump when she asks them to. The helper is around and is helping children to follow the instructions.
- Then The T goes tells children that they will be counting beads. She brings a basket full of beads. Gives a few beads to each child and then asks them to count the beads.

- Then each child is given a worksheet where children do the counting and after that they color the worksheet. The helper is thoroughly involved. Children participate in the activity very well. They ask for help. The T and the helper are available most of the time. One of the children is crying and cries throughout the session. Later T explains that she has been crying everyday and they have talked to the mother about it.
- Most children finish their worksheet. Some continue to do it. Others get another worksheet where they have to match shapes. The T in an animistic manner explains the worksheet to children, helping each child, talking to them, listening to them. There were too many pictures on the worksheet and children were often confused or asked for help as there was too much stuff on the worksheet.
- The T then draws a circle in the centre and does the 'andar baahar activity' where all children jump in when teacher says 'andar' and all children jump out when teacher says 'baahar'. The activity goes well but finishes in 5 minutes. T could have done this activity in different ways or added discussion about the concept itself. Children then walk on the line. She could have made into a train activity or something.
- The T includes interactions that are happening in the environment and she easily moves from one activity to another giving children time to finish their work and also allowing children to do the work at their own pace.
- The T then did a story telling session where she used flashcards to tell a story. Children were attracted to the flashcards and eagerly listened to the story. The T could have related the different events in the story to children's lives or the environment around them and also after the story was done they could have repeated the main aspects.
- The session didn't include any creativity activity. Although interactions were a part of the entire session, the T didn't include any guided conversation on the ongoing theme. Hence it seemed that the focus on the theme was missing.
- The T was gentle with all kids; she listened to them, answered their questions and gave all children opportunities to do things during the session.

TEACHER INTERACTIONS

The observation is followed by teacher interaction with all the teachers where the facilitator discusses the class observed with all the teachers and also shares feedback with the teacher whose class is observed. The purpose of the interaction is that the teachers are able to have a discussion with each other as well. They share strategies that worked with them and give each other ideas that they can try in the class.

Some of the common points from the many interactions have been compiled and listed below:

- There was a problem with having guided conversations with children as the teacher reported that the children were too young and they could not converse properly. The facilitator explored the notion of “proper” with the participants.
- Although in the lesson plan , the activities were scheduled under a time slot, the teachers were facing difficulty in sticking to the time limit for the activities. For instance the physical activity got over in 15 minutes so the teacher jumped to the next activity of language development. The facilitator explained that it is necessary to maintain the time slot of half an hour. Even if the activity is over, the teacher can engage children in some other activity rather than starting a new activity altogether. For instance engaging in free play etc.
- The time children spend at the aanganwadi centre needs to be increased gradually. Some young children find it difficult to spend the whole duration of the class at the aanganwadi centre.
- In most of the anganwadis, children have mid meal in the class and then teacher conducts an activity before the children go home. No need to announce that the food has arrived at the aanganwadi centers. Often distraction is caused by the helper’s announcement that the food is here.
- The teachers need to be firm with the helpers that they need to support the teachers in the activities. It is essential to form a relationship with them. some of the teachers shared that the helper is now more involved and also help them with the preparation of resource material.
- All activities need to be covered within a day, cannot wait for all children to arrive at the centre before starting the work. The attempt should be to gradually integrate children in the activities as they enter the centre rather than causing a disruption in the activities.
- the teachers were have difficulty in taking conversations for a longer duration. The facilitator explained that the conversations duration is affected by the attention span of children and it is difficult to carry out conversation for longer durations. so the conversations should be kept to 10-15 minutes with 2-3 points of conversation that teacher keeps in mind. Also the teacher can use creative ways to hold the attention for instance by introducing puppets. The teacher needs to introduce different things within the conversation, for instance sometimes a picture or an object can also be introduced.
- The teachers reported that children would often have things to say unrelated to the topic while the conversation is going on. It is important that teacher uses discretion to not answer/respond to everything a child is saying. And at times take up what the child is saying and carry forward the conversation.

- The way images are formed in the minds of children is interesting. For instance, initially a child may call everything with 4 legs as a “dog” or anyone with a moustache “papa” etc. The teacher should understand that there are no rights or wrong answers in conversation. Teacher should make an attempt to understand why the child is saying what she is saying.
- There should be an attempt not to form habit of children. For instance, child might stop crying if she sits in the lap of teacher but this should not become a habit for her. The teacher should emphasize on the fact that every time the child is crying the teacher will not hold the child in her lap.
- Attention needs to be given to each individual child. Sometimes while doing the activity the emphasis is on the completion of activity.
- If the activity does not get over in time then it can be done the next day. But the activities should not be extended beyond the time allocated for it.
- Sitting down to do an activity post lunch was difficult for children and most run away from centre after taking lunch. It was emphasized that the teacher should try and do a hands on activity post lunch so that children do not have a difficult time concentrating. Slowly the teacher should emphasize that children should stay at the centre after the activity is over.
- The helper and worker need to be involved in the activities. This is a constant challenge faced by the teachers. Often the number of children is so high that the teacher finds it difficult to engage children all by herself. Especially when older children are around. The aanganwadi helper can make a separate group with the older children and engage them in a different activity so that it does not distract focus of teacher from the younger children.
- The aanganwadi worker needs to be engaged with the activities happening at the centre. The teacher can involve them in small ways such as asking them to bring some material or asking to sit with a child who is not able to finish an activity. Eventually the teacher needs to ask aanganwadi worker to take a greater role in conducting the activity.
- The aanganwadi workers do not come on time. According to the activity schedule, the activity need to begin by 9.30 a.m. however most helpers turn up much later and the activities do not start on time. The activities would eventually start by 10.30 a.m. and would wound up by 11.30 a.m., leaving very little time for activities to be completed.
- The teachers reported that it took a lot of time for children to come into the rhythm of coming to the center. Some children would not come to the centre despite the constant follow up with the parents. The teacher needs to be persistent so that the parents see the impact of sending their children to the centre themselves. However constant engagement with parents is essential for them to understand the importance of preschool education.

DEVELOPMENT OF TEACHER OBSERVATION CHECKLIST

The teacher observation form is a comprehensive checklist to assess how the community teacher prepares for the class and implements the plan with children. The checklist highlights the processes and interactions that take place in the anganwadi session. The statements included in the checklist are aspects to be observed by the resource person or information provided by the teacher.

The checklist follows the structure of the lesson plan and assesses the teacher in the following areas

- Start of the class and beginning of the day
- Aanganwadi centre environment
- Each activity description and verbatim of the steps under each activity
- Teaching learning processes of the activity
- Teacher student interaction
- Teacher preparation for the class

The checklist also includes guidelines for an observer who would fill the checklist keep certain aspects in mind.

Guidelines

- The observer fills the checklist activity wise and the common points are filled at any point during the observation.
- the observer writes the activity as mentioned in the plan and further states the main steps of the activity
- The evaluation given by the observer is a three point scale that based on relative progress in the classroom processes and the scope for improvement.

SCORING GUIDE

Points

Description

1	The observation (process/ attitude) that is evaluated is poor in its content, structure and practice and needs immediate attention i.e. Most of the times none of the good aspects mentioned in the form are observed in the classroom processes
2	The observation (process/ attitude) that is evaluated is average in its content, structure and practice and needs considerate attention i.e. the good aspects mentioned in the form are observed in the classroom processes are observed inconsistently(only say 50% of the time)
3	The observation (process/ attitude) that is evaluated is good in its content, structure and practice and needs only periodic attention i.e. the good aspects mentioned in the form are observed in the classroom processes are observed most of the times.
	The observer states any other observation besides this in the line below each point and specifies the activity number for which the observation is made.

A sample checklist that was used for observation is included in the report.

Name of the CT: Zainab

Start time: 9:00 a.m. End time: 12:00 p.m.

Number of children present: 12

जांच बिंदु	3	2	1	टिपणी
T बच्चो के आंगनवाड़ी आने पर दुआ सलाम करती है				
T और बच्चे पिछले दिन कि गतिविधियों के बारे में बात करते हैं				
जगह साफ़ है और बच्चो के लिए अनुकूल है- रंगों से भरी, हवादार और स्वास्थ्यकारी	■			
बच्चों का काम आंगनवाड़ी में प्रदर्शित है		■		
T बच्चों को नाम से पुकारती है, ठेस पहचाने वाले नाम नहीं देती है जैसे अंधे, कबाड़ी के बच्चे आदि	■			

क्र.	गतिविधि का विवरण	समय	सामग्री
1	physical activity	9:00-9:30	
2	Each child talks about their sweater and what color is it. They count their fingers and clap for each child.	9:30-10:00	duster as speaking object
3	Teacher has cards of winter clothes in pairs. She gives each child a card and children find each other who has the second card- children find each other a hold hands. Children and T repeat what each one of them has got. Worksheet (mathematical concept) - children match the number of objects (winter clothes) with numbers and then color. While some children are completing the worksheet, other children sit in a circle and T does a song with them.	10:55-11:30	worksheet, flashcards
4	Making a cap for winters- T starts with asking the shape of <i>samosa</i> , <i>bread pakoda</i> . Children reply <i>tikon</i> (triangle) and then she makes the shape with a blank paper and shows the children a cap and asks them. Children couldn't tell the shape. She starts coloring and gives each one to color. After children have colored the cap, teacher demonstrates how to paste cotton on it, once it is done she shows it	11:33-12:00	sheet with cap drawn, colors, cotton

	and asks, what it was? Children say "topa", "santa ka topa". The T says "aap bhi to pehen sakte ho naa santa ka topa"		
5	Children sit in the circle and teacher brings out a storybook. She says the story and in between asks children what they can see in the picture. The government teacher asks them to tell about their experiences. She revises the story by asking children about different aspects. A child tells the story to all children and a few other tell the story	12:00	storybook

क्र.	जांच बिंदु	गतिविधि 1			गतिविधि 2			गतिविधि 3			गतिविधि 4			गतिविधि 5		
		3	2	1	3	2	1	3	2	1	3	2	1	3	2	1
1	सब बच्चे गतिविधि में भाग लेते हैं/ बात करने का मौका मिलता है				■			■			■				■	
Activity 5- T asks children to describe the picture, sometimes even individually but more discussion could have been done.																
2	T बच्चों के साथ गतिविधि में भाग लेती है				■			■			■			■		
probes them, listens and accepts their responses																
3	T बच्चों को कमरे में चलने फिरने के मौके देती है, सारी जगह का प्रयोग करती है							■								
act3- children move around the class to find their pairs and when they have, they stand in different corners of the class and tell everyone what they have																
4	हर बच्चे के लिए सामग्री उपलब्ध है और वह उनके अनुकूल है										■					
5	T बच्चों से उनके अनुभवों के बारे में बातचीत करती है				■			■			■					■
For act 3, what materials they use.																
6	T बच्चों की बात को आगे बढ़ाती है				■			■								■
Teacher take children answers and discuss it further- while talking about what you wear in winters a child replied about her mother and then teacher asked what each of their mothers wear..																
7	T बच्चों को बोलने के लिए बढ़ावा देती उनकी बात का जवाब देती है				■			■			■				■	
8	T बच्चों द्वारा कही गयी बातों को दोहराती है				■			■			■					
9	T गतिविधि /वर्कशीट कराने से पहले बच्चों के साथ उस विषय पर बातचीत करती है,							■			■					

QUALITATIVE ASSESSMENT OF CHILDREN'S LEARNING AND BEHAVIOR

During the workshops teachers were asked to observe each child and notice what she/he did during a particular activity. The teachers began to write these descriptions in observation diaries specified for this purpose. The objective of this activity was that teachers focus on each child and are able to describe what they did without putting a value to it. These regular observations would also feed into child's qualitative assessment. It would help the teacher to get a better understanding of the strengths of the child and the progress over the period of time. Also, to be aware of the areas in which more focus is required and if the teacher can modify her ways/ plan to work with the child.

Process of observation writing

An observation diary was provided to each teacher. She divides the diary so that there pages allotted for each child. Teacher observes two children every day on a particular activity so that in 2 weeks all children are observed on all the activities. She enters the observations as description of what the children did without stating what she felt about it.

Some observations of children made by teachers have been included here:

Observation of a physical activity

मेरे क्लास में एक बच्चा है सुफियान। वो बहुत छुट्टियाँ करता है लेकिन जब भी स्कूल आता है और मैं एक्टिविटी करवाती हूँ तो कहता है कि मेरे पैरों में दर्द है लेकिन फिर थोड़ी जब बच्चों को खेलते देखता है तो खुद ही आ जाता है। कल मैं बच्चों को पार्क लेकर गयी तो सभी बच्चे झूला झूल रहे थे और वो एक तरफ खड़ा सबको देख रहा था। मैंने उसको बोला झूला झूल लो तो उसने कहा के मुझे डर लगता है। उसका चेहरा देख कर भी लग रहा था के उसको झूले से डर लगता है। मेरे कहने पर भी के डर नहीं लगेगा वह नहीं माना। फिर थोड़ी देर में जब बच्चे दौड़ लगाने लगे तो उसके चेहरे के भाव से लग रहा था के उसका भी मन कर रहा है। पर वह नहीं गया। मैंने उसे कहा के चलो दौड़ते हैं और जब मैंने किया तो वह दौड़ने लगा। दो चक्कर के बाद मैंने उसके चेहरे पर खुशी देखी और तीसरे चक्कर पर जब मैंने कहा के चलो मुझे हरा के दिखाओ तो वह खुश होकर तेज़ी से भागने लगा और इस बार मुझे हराकर बहुत खुश हुआ और फिर परेशान मुँह बना लिया और बोला, " अब नहीं दौड़ूंगा वरना थक जाऊँगा और पैर में दर्द होगा। और फिर वह जाकर बैठ गया। फिर थोड़ी देर बाद बच्चो के साथ दौड़ने लगा। वह हर एक्टिविटी में कहता है के थक जाऊँगा। मैंने drawing बनाने को दी तो वह बार बार अपना कागज़ मुझे दिखाता रहा और कहा, "मैंने बना लिया है", कागज़ पे स्क्रिबब्लिंग कि हुई थी। मैंने कहा कुछ और बनाकर लो, पार्क में क्या क्या देखा तोह कुछ देर बाद कुछ और लाइन्स बनाकर लाता है और कहता है के

रख लो।

Observation of a creative activity

मैंने एक चार्ट पेपर पर बड़ा सा छाता बनाया फिर ब्रश से रंग भरने को कहा। जब मैंने बातचीत के बाद छाता दिखाया तो मारूफा खुश हो गयी और कहने लगी, "मैडम बारिश हो रही है, हम यही छतरी ले लेंगे " . उस दिन बारिश भी हो रही थी। मारूफा ज़्यादातर पेंटिंग नहीं करती है , कहती है के मुझे नहीं करनी या नहीं अच्छी लगती लेकिन उस दिन मैंने पेंटब्रश कि जगह लकड़ी में कॉटन बनाकर ब्रश लगाए थे। उसे वह अच्छे लगे और बार बार छू कर देख कर हस रही थी। फिर खुद ही बोली, " मैडम मैं भी करूंगी काम। जब सब बच्चो को ब्रश और कलर दिए गए तो मैंने ध्यान से देखा के वह अपने कॉटन ब्रश को खराब नहीं करना चाह रही थी, कलरिंग बहुत ध्यान से कर रही थी। किसी बहत्स ने उसका ब्रश छू लिया। मारूफा ने गुस्से से उसे पीछे हटाया और मुझसे शिकायत करने लगी। इस एक्टिविटी के बाद सबने अपने अपने ब्रश फैंक दिए पर मारूफा ने नहीं फैंका। उसने ब्रश को ध्यान से देखा और बोली, "मैं नहीं फेंकूंगी, अपने घर लेकर जाऊंगी।

Observation of a physical activity

जब मैंने बच्चो को फिजिकल एक्टिविटी करवायी ओ मेरे ताली बजाते ही सारे बच्चों ने गोला बना लिया। युसूफ बड़े ध्यान से मेरे हाथो को देख रहा था क्योंकि जब मैं चुटकी बजाती हूँ तो वो पहले खुश होता है और फिर कहता है के मुझे नहीं आती चुटकी वटकी बजानी और हर बार कि तरह इस बार भी उसने यही कहा। उसके बाद फिर उसने दुसरे बच्चो से कहा, "अब सब कूदो, अब सब पैर हिलाओ , अब अपनी गर्दन हिलाओ". फिर कहता है , "अब सब अपना मुंह हिलाओ, कान हिलाओ", और कहकर हसने लगा। फिर मैंने उससे पूछा "क्यों क्या तुम अपने कान हिला सकते तो उसने कहा" मैं नहीं हिलाता, ये सब हिलाते हैं"। उसके बाद जब वो डॉल हाउस कि तरफ बढ़ने लगा तो उसका ध्यान अपनी तरफ करने के लिए मैंने कहा, "चलो सब नेता नेट्स चाल बदल खेलते हैं "। वो भागकर आया और खेलने लगा। फिर खलते खेलते उसने खदीजा को घुसा मार दिया तो मैंने उसे मन किया और कहा चलो बच्चो अब हमारा नेता युसूफ है तो उसने सबको वाही एक्शन करवाये जो मैं करवाती हूँ। उसके बाबाद वो वहाँ से नहीं गया।

The observations also serve a purpose to develop a critical eye toward the behaviour of children. When observed over a period of time, it can help us understand different patterns which exist for each child. The role of preschool is not only to achieve a certain level of learning but also equip them with essential skills of resilience which arises from positive interactions over a period of time.

The teachers were also asked to come up with certain instances of how children responded to particular activities which are given below:

ज़ेबा की आंगनवाड़ी

ज़ैनब रोज़ आंगनवाड़ी आती है। आज वो क्लास में आयी तो कुछ उदास सी लग रही थी। जब मैंने उसे स्माइली वाला फेस चिपकाने को दिया तो वह बहुत खुश हुई और वो यह चाह रही थी कि सब बच्चो के वह ही चिपकाये। उसने फिर उन बच्चो के स्माइली चिपकाये जो नहीं आये थे और वह खुश हो गयी। मैंने बच्चो को फिर वर्कशीट दी जिसमे उन्होंने सेब और केले कि तस्वीर पे गोला बनाना था। गोला बनाते हुए वह कहने लगी मैं यह वाला सेब लूंगी , मैं यह वाला कलर लूंगी। किसी बच्चे से लेकर फिर वो कलर करने लगी। वह कहने लगी के मैम मैं यह घर लेकर जाऊंगी। फिर मैंने बच्चो को पपेट के द्वारा कहानी सुनाने लगी तो वो बहुत ध्यान से सुन रही थी और बता रही थी के उसको सेब बहुत अच्छा लगता है , सेब लाल रंग का होता है, घर में कौन लेकर आता है।

शाहीन की आंगनवाड़ी

मैं बच्चों के साथ खाने पर बातचीत की, उनसे पूछा के उन्हें क्या क्या पसंद है। आजम ने बताया के उसे अमरुद, केला, हलवा पूरी, आलू गोभी , चाय ब्रेड , खिचड़ी, टॉफी चीज़ सब पसंद है। वह कहने लगा के मैं यह सब अपने घर में खाता हूँ। वह फिर मैंने कहा के अब हम कुलद (अगला बच्चा) से पूछते हैं के उसे क्या पसंद है खाने में, फिर बाकी बच्चों से पूछेंगे और फिर वापस से तुमसे पूछेंगे तो वो चुप हो गया और सुनने लगा। मैं बच्चो से पूछने लगी और जब कोई बच्चा कुछ बोल रहा था जैसे के मुझे चिप्स पसंद

है तो आजम बीच बीच में बोल रहा था के मुझे भी यह पसंद है।

सुब्बी कि आंगनवाड़ी

बच्चे आज जब योग एक्टिविटी के लिए गोला बना रहे थे तो अलीशा गोले में नहीं आई। अलग कोने में खड़ी थी। फिर मैंने रोली पोली करवायी वो तब भी नहीं आई। फिर मैंने बच्चो को कविता करवायी (कागज़ कि गुड़िया) तो वो खुद ही गोले में आ गयी और साथ में कविता करने लगी। जब मैंने पुछा के तितली किस किस ने देखी है तो उसने जवाब दिया के मैंने अभी देखी है पर्पल कलर की। फिर मैंने कहा के वो कैसे उड़ती है सब दिखाओगे तो अलीशा ने दिखाया और शेर , बिल्ली , कुत्ते की भी आवाज़ निकाल के दिखाई। उसने सारी एक्टिंग करी और वो खुश भी नज़र आ रही थी।

IMPACT OF CURRICULUM IMPLEMENTATION

Impressions from the field

At present most of anganwadis open by 9:30. The anganwadi is swiped clean by the helper and children are brought but the helper or arrive by 9:45-10:00. The schedule took some time to fall in place but eventually the routine was established.

The activities were conducted according to the lesson plan. The development of the lesson plan and its implementation happened over a period of time. initially teachers would do the activities provided to them and fit them into the format of the lesson plan but when it came to implementation , many a times activities were done as per the convenience of the teachers without following any order or structure. The time spent on doing the activity didn't always match the time slotted as the activity was not thought through. Over the period of time, the teachers worked on the lesson plan, gave it a clear structure, and mentioned more lucidly the purpose of each activity and what they would be doing under each activity so that time utilization is clear. The teachers have also now been writing specific objectives under each activity. For example if the broad domain is physical domain, the specific is that children can maintain balance, strengthen their gross motor skills.

At present, the steps under each activity are timed and teacher is making efforts to ensure she does the activity as scheduled in the lesson plan.

The teachers have been trying out and now regularly doing several of the activities that were discussed in the workshop and during interactions. Use of puppets for guided conversation, interactive way of story-telling was observed in some of the classes. In some of the anganwadis, the transition from one activity to another was very random without a clear movement from one activity to another. Now the teacher mentions clearly that the activity is done and children stand up, again make a circle, do some exercises and sit for the next activity. If there a few children who have not completed, they continue to do so and the teacher engages other children in a rhyme or a story.

Yoga with children has become a part of the everyday routine for most of the classes.

The observations reflected that the teachers were gentle while interacting with children, listened to them and paid attention to each one at some point or the other. no instance of harsh scolding, hitting, name calling were observed among any of the teachers observation

Also instances of teachers taking children's voice and building up the conversation were seen. More efforts need to be made to ensure that children voices are not lost and wherever possible, teacher takes up what the children say and discuss with the entire class.

Teachers have started developing the lesson plans on their own. They also assess whether it worked fine or if they need to repeat the entire lesson plan or specific activities that didn't work out well.

Under the lesson plan, teachers conducted guided conversation on a specific topic related to the theme. It was observed that the most of the teachers struggled with this as the conversations would not go beyond 5-10 minutes and only a few children responded. Even while planning the lesson plan, teacher would mention the topic but would not think the points of conversation that they were going to bring up with children. Several discussions took place during teacher interactions with the facilitator and a demonstration with teachers also took place. The teachers then developed lesson plans with topic of conversation and the points that they were going to bring under this.

Teachers' perspective

Key observations of teachers as well as the ECCD team about how curriculum has affected the children who come to the anganwadi

- The activities are done in a play way method. Children enjoy it and want teacher to repeat it.
- More children now participate in the activities. Even parents know that activities are happening in the centre and more children have come.

- Children talk about their likes, teacher gives them space to talk, and even carry forward their conversations wherever it is possible. Children as well as the teacher know that here are no right or wrong answers.
- Children know that they have turns to speak in and wait. They use speaking object to speak and other children listen when one person speaks.
- Children share their personal experiences regarding the topic. Children responses are taken up in the class and teacher discusses it. There is some form of continuity in the activities throughout the day's lesson plan so that children relate to it
- Children are getting used to the routine of the class and the activities. The classes have become more regular and most children take part in most of the activities
- Children ask for rhymes and even volunteer to do the rhymes with classes or tell a story to the class.
- Sometimes there are older children in the class who are not supposed to be there. It becomes difficult for the teacher to conduct the activities and focus on the younger children.

SAMPLE IMPLIMENTATION PLANS

WEEK 1

दिन 1

गतिविधि 1

अध्यापिका और बच्चे गोलधारे में खड़े होते हैं। अध्यापिका एक एक्शन करती है जिसे बच्चे दोहराते हैं जैसे सर पर हाथ रखना ताली बजाना ...

गतिविधि 2

अध्यापिका और बच्चे गोलधारे में बैठते हैं। हर बच्चा एक एक करके अपना नाम बताता है। अध्यापिका पहले से कटे हुए नेम टैग पर बच्चे का नाम लिखती है। अध्यापिका एक रस्सी को क्लास के एक सिरे से दुसरे सिरे तक बंधती है। रस्सी पर वह सारे नाम टैग लगा देती है।

गतिविधि 3

अध्यापिका सब बच्चो को दो वर्कशीट देती है, एक में लड़की का चेहरा बना हुआ है और एक में लड़के का। बच्चे वर्कशीट में अपनी पसंद के रंग भरते हैं।

गतिविधि 4

अध्यापक हर बच्चे को चिकनी मिट्टी देती है। बच्चे चिकनी मिट्टी से अपने पसंद की चीज़ें बनाते हैं। इस दौरान अध्यापिका बच्चों से पूछती है कि वह क्या बना रहे हैं। अगर बच्चों को मदद की ज़रूरत है तो अध्यापिका उनकी मदद करती है।

दिन 2

गतिविधि 1

दो अ: एक रस्सी को दो छोर से पकड़ती है। बच्चे एक एक करके रस्सी के नीचे से निकलते हैं। फिर अ: रस्सी को ज़मीन पर रखती है और बच्चे ऊपर से कूदते हैं। धीरे धीरे अ: रस्सी की ऊँचाई बढ़ाती है और बच्चे रस्सी के ऊपर से कूदते हैं।

गतिविधि 2

अ: नेम टैग वाली गतिविधि दोहराती हैं और फिर रस्सी पर लटके हुए नामों में से बच्चे अपना नाम ढूँढ़ते हैं।
अ: उनकी मदद करती है।

गतिविधि 3

अ: लाल रंग का फ्लाशकार्ड बनाकर लाती है। अ: वह फ्लाशकार्ड बच्चों को दिखाती है और बच्चे बताते हैं कि इस रंग का बच्चों ने क्या देखा है। फिर अ: लाल रंग के बारे में बताती हैं। अ: लाल रंग की वस्तुओं के कुछ दिखाती है और बातचीत करती है।

गतिविधि 4

अ: बच्चों को दो समूह में बाँटती है। सब बच्चे एक एक खली कागज़ में लाल रंग भरते हैं। अ: एक समूह को फ़ॉक का बड़ा सा चित्र देती है और दूसरे समूह को शर्ट का। फिर उस कागज़ को छोटे टुकड़ों में काटकर फ़ॉक और शर्ट के चित्रों पर चिपकाते हैं।

दिन 3

गतिविधि 1

अ: बच्चों को अलग अलग एक्शन करने को कहती है जैसे कूदना, ताली बजाना आदि। अ: यह एक्शन धीरे, तेज़ और फिर धीरे करते हैं।

गतिविधि 2

अ: और बच्चे गोलधारे में खड़े होते हैं। अ: अपने नाम बोलती हैं उर उसके साथ एक एक्शन करती हैं। बच्चे अ: का नाम और वही एक्शन दोहराते हैं। फिर बच्चे एक एक करके अपना नाम लेते हैं और साथ एक एक्शन करते हैं। बाकी बच्चे वह नाम और एक्शन दोहराते हैं।

गतिविधि 3

अ: और बच्चे गोलधारे में बैठत है। अ: एक बड़े कटोरे में कई रंगों की गीटियाँ है। वह बच्चो को एक एक करके बुलाती है और उन्हें गीटियों में से लाल रंग की गातियां चुनने को कहती हैं।

गतिविधि 4

अ: अखबार को चौकोर (स्कुअर) के आकार में काट कर लाती है। बच्चे लाल रंग की पेंट से चौकोर में रंग भरते हैं। फिर अ: आकर के दो हिस्सों को जोड़ती है और टोपी का आकार देने के लिए नीचे का हिस्सा काटती है। यह टोपी बच्चे घर पहन कर जाते हैं।

दिन 4

गतिविधि 1

अः ज़मीन पर चाक से एक बड़ा गोलधारा बनाती है। सब बच्चे गोलधारे पर खड़े हो जाते हैं। जब अः बोलती है "अन्दर" तोह सब बच्चे अन्दर कूदते हैं। जब अः बोलती है "बाहर" तो सब बच्चे बाहर कूदते हैं। जब अः बोलती है "चलो" तो सब बच्चे गोलधारे पर चलते हैं। अः यह गतिविधि कई बार दोहराती है।

गतिविधि 2

अः हाथ की कठपुतली क्लास में लाती है। कठपुतली का उपयुक्त प्रयोग करके अः पहले अपना नाम बताती है और फिर बच्चे से एक एक करके उनका नाम पूछती है। बच्चे अपने नाम के साथ साथ पूछने पर अपने बारे में और चीज़ें भी बताते हैं जैसे वह कहाँ रहते हैं, घर में कौन कौन है, मम्मी पापा क्या क्या करते हैं। अगर बच्चो को नहीं पता है तो अः उन्हें घर से पूछकर लाने को कहती है।

गतिविधि 3,4

अः और बच्चे "प्रकृति की सैर" करने के लिए पार्क जाते हैं . अः बच्चों से पूछती हैं के वो क्या क्या देख सकते हैं। बच्चो के बताने पर अः उन चीज़ों के बारे में बच्चों से बातचीत करती है।

दिन 5

गतिविधि 1

अः और बच्चे गोलधारे में खड़े होते हैं। अः एक छोटी चादर या दुपट्टे को फैलाती है। सब बच्चे उस कपडे को छोर से पकड़ते हैं। अः के कहने पर बच्चे उस कपडे को नीचे ले जाते हैं और फिर ऊपर ले जाते हैं। अः उन्हें कपड़ा धीरे और तेज़ ले जाने का भी निर्देश देती है।

गतिविधि 2

अः पीले रंग का फ्लाशकार्ड बच्चो को दिखाती है और पूछती हैं के उन्हें यह रंग पता है। फिर अः की मदद से बच्चे पीले रंग की अलग अलग चीज़ें बताते है। अः फिर पीले रंग की चीज़ों के बने हुए फ्लाशकार्ड बच्चों को दिखाती हैं और बच्चों के साथ उनके बारे में बात करती है।

गतिविधि 3

बच्चे कई रंगों की गीटियों से पीले रंग की गीटियाँ अलग करते हैं। फिर बच्चे एक वर्कशीट में पीले रंग की किसी वस्तु/ चीज़ (आम, फूल, शर्ट) में रंग भरते हैं।

गतिविधि 4

बच्चे पीला सूरज बनाते हैं। अ: बच्चों को बड़ा कागज़ का खली गोल देती है और कागज़ की छोटी मुचड़ी हुई बॉल देती है। बच्चे पीले रंग के पेंट में कागज़ की बॉल डुबोकर गोले में भरते हैं। किरणों के लिए अ: पीले रंग की पाईप (स्ट्रॉ) को दो हिस्सों में काटती है और गोले के छोर में लगाने में (फेविकोल से) बच्चों की मदद करती है।

WEEK 2

दिन 1

गतिविधि 1

सभी बच्चे गोल दायरे में खड़े हो कर वार्म अप करेंगे। गोल दायरे में बैठकर सभी बच्चे अपना अपना नाम बताएँगे। फिर अध्यापिका सभी बच्चे को खड़े होने को बोलेगी और कहेगी "जैसे में कहती हूँ, वैसे तुम करो"। अध्यापिका तरहां तरहां के एक्शन करेगी जिसे बच्चे दोहराते हैं। जैसे की हाथों से ताली बजना, पैरों पर कूदना, सर को चारों तरफ घूमना आदि। फिर अध्यापिका सिर्फ एक्शन का नाम लेती है जिसे बच्चे दोहराते हैं। बच्चे अब अपने शरीर के अंगों पर एक कविता गाते हैं।

गतिविधि 2

अध्यापिका कक्षा में एक छोटा शीशा लेकर आती है और उन्हें शीशे में देखने को कहती है और पूछती है की उन्हें क्या दिखाई दे रहा है? वो शीशा हर एक बच्चे के पास आएगा और बच्चे बताएँगे की उन्हें क्या दिख रहा है? अध्यापिका बच्चों को खुल कर बोलने का मौका देगी। बच्चे धीरे धीरे बताएँगे की उनकी आँखें किस रंग की हैं; उनके बाल किस रंग के हैं आदि। समय अनुसार अध्यापिका बच्चों को एक कागज़ दे सकती है जिस पर बच्चे वो बनाएं जो उन्होंने शीशे में देखा। बीच बीच में अध्यापिका संकेत देती है जैसे आँखें देखी, कान देखे, और क्या क्या देखा था ?

गतिविधि 3

अध्यापिका एक बड़ा सा चार्ट या अखबार कमरे के बीचों बीच बिछा देती है। उसे बिछाने के बाद अध्यापिका किसी भी बच्चे को अखबार पर लेटने को कहती है। एक गाढ़े रंग का इस्तेमाल कर के अध्यापिका उस बच्चे की outline बना देती है। इसके बाद वो बच्चे को अखबार से हटने को कहेगी। अध्यापिका फिर उस कागज़ पर आँख नाक कान आदि बना कर बच्चों को दिखाएगी। इसके बाद एक worksheet द्वारा वो बच्चों के शरीर के अलग अलग अंगों में रंग भरवाएगी।

गतिविधि 4

अध्यापिका बच्चों के साथ एक कठपुतली बनती है । अध्यापिका के पास हाथ, पैर और शरीर पहले से कटा हुआ है । बच्चे अपनी मर्जी से इन शरीर के अंगों में रंग भरते हैं। फिर अध्यापिका इन अलग अलग अंगों को जोड़ने में बच्चों की मदद करती है। इस तरह हर बच्चे के पास अपनी अपनी कठपुतली होती है ।

दिन 2

गतिविधि 1

अध्यापिका सभी बच्चों के साथ गोल दायरे में खाड़ी हो जायेगी। वो एक गेंद ले कार आएगी। बच्चे एक एक कर के गेंद पकड़ेंगे । गेंद पकड़ने के बाद बच्चे अध्यापिका को गेंद वापिस से फेंकेंगे । गेंद फेंकते समय बाचे जोर से अपना नाम लेंगे । इसी तरह सभी बच्चे गेंद पकड़ेंगे और फेंकेंगे । नाम का एक दौरा हो जाने के बाद अध्यापिका एक बार फिर उससे दोहराएगी । इसके बाद बच्चे एक कविता बोलेंगे " मेरा एक सर है सोचने को" इस कविता को गाने के बाद बच्चे एक कहानी सुनेंगे । इस कहानी में जैसे ही "सर" आएगा, बच्चे अपना सर पकड़ेंगे, "हाथ" आने पर बाचे ताली बजायेंगे , "पैर" बोलने पर सब पैर ज़मीन पर पटकेंगे ।

गतिविधि 2

अ: बच्चों को फ़्लैश कार्ड के द्वारा शरीर के अलग आलग अंगों के नाम बताएगी । फिर वो बड़े से कागज़ पर बनी त स्वीर पर बच्चों को शारीर के अंगों को पहचान ने को कहेगी । अध्यापिका बच्चों से बातचीत करेगी की यह शारीर के अंग हमारे किस किस काम आते हैं? अब्दुल्लाह के पैर किस काम आते हैं? सलमा के हाथ किस काम आते है?

गतिविधि 3

फिर एक worksheet के द्वारा बच्चे अंगों को उनके उपयोग के साथ मिलायेंगे। अ: एक worksheet बच्चों के सामने करेगी ।

गतिविधि 4

अध्यापिका एक बाड़े से कागज़ को ज़मीन पर बिछा देगी । बच्चे आपने हाथों को अलग अलग रंगों से रंग कर अपने हाथ की छाप कागज़ पर बनाएँगे। बच्चे आपने पैरों की छाप भी बनायेंगे। अ: इस कागज़ को आंगनवाडी में टांग देगी।

दिन 3

गतिविधि 1

अध्यापिका रासी का इस्तेमाल करके बच्चों को उसके ऊपर या नीचे से निकलने को कहती है । अध्यापिका बच्चों की क्षमता के हिसाब से बाधा रखेगी । फिर बाचों को इकट्ठा कर के अध्यापिका पूछेगी की हमारे शारीर के कौन कौन से अंग हिल सकते हैं ? अध्यापिका बच्चों को जवाब देने का मौका देगी और जैसे जैसे बच्चे शरीर के अंगों का नाम लेंगे साथ ही साथ वो अंग हिलाएंगे भी।

गतिविधि 2

अध्यापिका एक लड़के की तस्वीर दिखा कर बच्चों के साथ शरीर के अलग अलग अंगों के ऊपर बातचीत करेगी। पिछले दिन हुई कुछ बातों को दोहराने के बाद अध्यापिका हर बच्चे को शरीर के किसी भी एक अंग का नाम बताने को कहेगी। जो जो अंग बच्चे बताते हैं, अध्यापिका वो अंग एक कागज़ के टुकड़े पर लिख देगी और दीवार पर रस्सी के सहारे टांग देगी। बातचीत के बाद अध्यापिका बच्चों के साथ कविता दोहराएगी " मेरा एक सार है सोचने को"

गतिविधि 3

अ: नीले रंग के फ़्लैश कार्ड ले कर आएगी और बच्चों को पहचानने को कहेगी। अ: नीले रंग के और फ़्लैश कार्ड भी बच्चों को दिखाएगी और पहचान करने को कहेगी। फिर अ: एक worksheet बच्चों को भरने को कहेगी जिसमें सिर्फ नीली चीज़ों में रंग भरना है।

गतिविधि 4

अ : बच्चों के लिए दीवार पर अखबार चिपका देगी। बच्चे लम्बे ब्रश के साथ उसमें नीले पेंट से रंग भरेंगे। अ: उसे सूखने का थोड़ा समय देगी, फिर बच्चे गीले चाक से उस कागज़ पर अपनी पसंद से आकृतिया बनायेंगे।

दिन 4

गतिविधि 1

अध्यापिका सभी बच्चों के सस्थ एक गोल दायरे में खाड़ी हो जायेगी। फिर वो बच्चों को दो बराबर टीम में बाँट कर सीधी लाइन में खाड़े होने को कहेगी। फिर अध्यापिका दोनों टीम को एक एक गेंद को टांगों के बीच से निकल कर पीछे वाले बच्चे को पास करने को कहेगी। जब गेंद सबसे पीछे वाले बच्चे के पास पहुँच जाएगी तब वो बच्चा आगे आकर दुबारा से पीछे तक भेज देगा। जब तक सबसे आगे वाला बच्चा पीछे न पहुँचे तब तक यह खेल जारी रख सकते हैं। सभी बच्चे के गोल दायरे में खाड़े हो कर एक कविता गायेंगे-

जब तुम खुश हो ताली बजाओ

जब तुम खुश हो कमर हिलाओ

जब हम सब खुश हैं तो मिल कर ताली बजाओ

कविता के बाद बच्चे बातचीत करेंगे की अलग अलग काम करने के लिए किस अंग का उपयोग हो सकता है

गतिविधि 2

बच्चे गोल दायरे में बैठेंगे और अ: बच्चों से बातचीत करेगी की हमारे के अंग किस किस काम आते हैं। फिर बच्चे एक कहानी सुनते हैं जिसमें शरीर के अंगों के नाम दोहराए जाते हैं।

गतिविधि 3

अ: हरे रंग के फ़्लैश कार्ड इस्तेमाल कर के बच्चों हरे रंग के बारे में बताती है | फिर अ: हरे रंग की चीज़ों के फ़्लैश कार्ड ले कर आती है | बच्चे फ़्लैश कार्ड पर बाने चित्र और रंग को पहचानते हैं | रंग पहचान करने के बाद अ: हरे और नीले रंगों के फ़्लैश कार्ड मिला देती है | बच्चे एक एक कर के हरे रंग के फ़्लैश कार्ड को चुनते हैं |

गतिविधि 4

अ: हरे रंग के कागज़ के छोटे छोटे टुकड़े बच्चों को फाड़ कर देती है | बच्चे एक कागज़ के ऊपर उन टुकड़ों को किसी भी पैटर्न में चिपकाते हैं | अ: बच्चों के काम को क्लास में लगाती है |

दिन 5

गतिविधि 1

बच्चे गोल दायरे में खड़े हो कर पहले ताली बाजयेंगे | फिर अ: 1 से ले कर 3 तक संख्या बोलेगी | 1 पर बच्चे 1 बार ताली बजायेंगे, 2 पर 2 बार ताली | इस्सी तरह अ: अलग अलग एक्शन जैसे की कूदना , चुटकी बजाना आदि करने को कहेगी |

गतिविधि 2

अ: कुछ फ़्लैश कार्ड दिखाएगी जिसमें एक लड़का या लड़की बने हैं पर शरीर का कोई भी एक अंग उस कार्ड से गायब है | बच्चे गायब अंग को पहचानेंगे |

गतिविधि 3

अ: बच्चों को लम्बे छोटे के हिसाब से लाइन में लगने को कहेगी | बच्चे देखेंगे की कौन लम्बा है कौन छोटा है | फिर एक worksheet के ज़रिये आध्यापिका बच्चों से बाड़ी छोटी चीज़ में अंतर करने को कहेगी | बच्चे केवल बाड़ी चीज़ में रंग भरेंगे |

गतिविधि 4

बच्चे अलग अलग डिब्बों का इस्तेमाल कर के आवाजों के बारे में पता लगायेंगे । बच्चे देखेंगे की अलग अलग डिब्बों में अलग अलग चीज़ें डालने से कैसी आवाज़ें आती हैं । फिर अः बच्चों के साथ उनकी पसंद का एक गाना गाएगी ।

WEEK 3

तीसरा सप्ताह

दिन 1

1 अ गोल दायरे में खड़े हो कर बच्चों के साथ शारीरिक विकास की गतिविधि कराती है ।

2 अ बच्चों को अलग अलग तरह की आवाज़ें सुनती है जैसे की कागज़ फटने की, एक गिलास से दुसरे गिलास में पानी डालने की, कटोरी में कंकर हिलने की, ढपली की, ताली बजने की आदि। अ फिर एक एक कर के बच्चों को बुलाती है और उनकी आँखों पर पट्टी बांधती है और एक पहले सुनी गयी आवाज़ों में से कोई भी एक आवाज़ सुनती है और उस बच्चे को अनुमान लगाने को कहती है। अ कोशिश करेगी की सब बच्चों की बारी आये।

3 अ बच्चों को एक बाड़ा सा फ़्लैश कार्ड दिखाती हिया जिसमे एक खेल के मैदान का और एक बाज़ार का चित्र । अ एक एक कर के यह चित्र बच्चों को दिखाती है और पूछती है की हर चित्र में उन्हें क्या दिखाई दे रहा है। फिर अ बच्चों से बातचीत करती है की बाज़ार में किस किस तरह की आवाज़ें सुने देती है, जैसे सुब्ज़ी वाले की, गाडी के हॉर्न की, लोगों के बाते करने की आदि। अ बच्चों को मौका देती है की वो बताएं की उन्हें किस किस तरह की आवाज़ें सुने देती है।

4 अ बच्चों को एक चिड़िया घर की कहानी सुनाती है जिसमे जानवरों की अलग अलग आवाज़ सुनने को मिलती है । उस आवाज़ को बच्चे दोहराते हैं ।

दिन 2

1 वर्म उप के बाद अ एक राइम करवाती है जिसमे सभी ज्ञानेन्द्रियों के नाम शामिल है ।

मेरे पास क्या है?

मेरे पास क्या है?

मेरे पास क्या है

दो दो आँखे

एक छोटी सी नाक

दो दो हाथ

आँखों से क्या करते हैं?	नाक से क्या करते हो?	हाथ से क्या करते हो?
हम देखते हैं	हम सूँघते हैं	हम छुते हैं
देखते हो, क्या देखते हो?	सूँघते हो, क्या सूँघते हो?	छुते हो, क्या छुते हो
फूलों को, रंगों को और दुनिया को	फूलों को, खाने को और	कभी कुछ नरम, कभी कुछ खुरदुरा
मेरे पास क्या है?	मेरे पास क्या है?	
दो दो कान	एक छोटा सा मुह	
कानों से क्या करते हो?	मुह से क्या करते हो?	
हम सुनते हैं	चखते हैं	
सुनते हो, क्या सुनते हो?	चकते हो, क्या चखते हो?	
मम्मी को, पापा को और	खट्टे को, कभी मीठे को और कभी कभी तीखे को	

2 अ अलग अलग तरह की चीज़ें लाती है जैसे मलमल के कपडे का छोटा सा टुकड़ा, रुई, पत्थर, ऊन इत्यादि। वह इन चीज़ों से दो फ़्लैश कार्ड बनती है। फ़्लैश कार्ड के एक सेट को वह एक बाड़े से गते पर चिपका देती है। बच्चे अलग अलग कार्ड से खेलते हैं फिर अ बच्चों से खुले कार्ड्स को गते पे लगे हुए कार्ड्स से मिलन करने को कहती है।

3 अ बच्चों के साथ पार्क में जाती है और अलग अलग तरहों की सतह को छूती है। अ बच्चों से अलग अलग पत्ते जो ज़मीन पर गिरे है उन्हें उठाने को कहती है, घांस चुने को कहती है, पेड़ की छाल को छूने को कहती है।

4 पार्क से वापिस के बाद अ बच्चों से तस्वीर बनाने को कहती है जो उन्होंने देखा

दिन 3

1 अ बच्चों के साथ योग की गतिविधियाँ करती है फिर पिछले दिन वाली कविता दोहराती है

2 अ तीन गिलास और चीनी, नमक और एक निम्बू ले कर जाती है। वो पानी के साथ इन सब चीज़ों का अलग अलग घोल बनाती है। फिर बच्चे एक एक कर के इस पानी को चखते हैं और बताते हैं की उनका स्वाद कैसा है।

3 अ एक पपेट के द्वारा बच्चों से बातचीत करती है की अलग अलग चीज़ों का स्वाद कैसा है। अ पपेट को एक नाम देती है और कहानी के रूप में अलग अलग स्वाद के बारे में बात करती है, जैसे आलिया और सलमान चले हलवाई की दूकान, कुछ मीठा खाने को जी हुआ तो उन्होंने हलवाई भाई से कहा कुछ बढ़िया सी मीठी चीज़ खिलाओ। क्या खिलाया होगा हलवाई भाई ने? (इस तरह अ कहानी को आगे बढ़ाती है)

4 अ बच्चों को अलग अलग खाने की चीज़ों का collage बनाने को देती है जैसे की ice cream, मिर्ची आदि। फिर अध्यापिका एक अखबार पर बच्चों के collage चिपका देती है। अ बच्चों से और चीज़ों के नाम भी पूछती है जो खट्टी, मीठी या नमकीन होती है।

दिन 4

1 बच्चे एक गोल दायरे में खाड़े होते हैं। अ एक खेल खेलती है जिसमें जब अ कहेगी मीचो तो बच्चे अपने हाथों से आँखें बंद कर लेंगे और जब कहेगी खोलो तब बच्चे आँखें खोलेंगे।

2 अ अलग अलग चीज़ों की खोशबू वाले फ़्लैश कार्ड दिखाती है और बच्चों से पूछती है की किस की गंध अच्छी है और किस की बेकार गंध आती।

3 बच्चे एक वर्कशीट पूरी करते हैं जिस में उन्हें देखने वाली चीज़ों को आँख से मिलाना है (जैसे सूरज) , सुनने वाली चीज़ों को कान से हैं (जैसे भोंपू), सूँघने वाली चीज़ों को नाक से (जैसे फूल), चखने वाली चीज़ों को जीभ से (जैसे खाना), छूने वाली चीज़ों को हाथ से (जैसे पत्ते)

4 अ बच्चों को पुराने अखबार छोटे छोटे टुकड़ों में फाड़ने को देती है। फिर अ हर बच्चे को एक मोटे कागज़ का ढांचा देती है जो किसी भी जानवर की शकल का हो सकता है। बच्चे उस ढाँचे में कागज़ भरेंगे और खुले कोने को चिपका देंगे।

दिन 5

1 बच्चे गोल दायरे में खड़े हो कर योगा के कुछ आसन करते हैं।

2 अ एक गत्ते या मोटे कागज़ का गोल बनाएगी और बच्चों को एक एक कर के उसके अंदर से आंगनवाडी में झाँकने को कहेगी। फिर अध्यापिका अलग अलग रंगीन कागज़ के फ्रेम से बच्चों को अलग अलग चीज़ें

देखने को कहेगी और पूछेगी की वो चीज़ें किस रंग की दिखाई दे रही है। फिर अ बच्चों से आइंखिएन बंद कर के लेटने को कहेगी, एक दम चुप चाप। बच्चे तरह तरह की सुनेंगे और फिर बताएंगे की उन्होंने क्या सुना।

3 बच्चे एक वर्कशीट पूरी करेंगे जिसमें वो अलग अलग इन्द्रियों के चित्रों में रंग भरेंगे।

4 बच्चे उँगलियों और रंगों का इस्तेमाल कर के अपनी पसंद से अखबार पर रंग करेंगे।

WEEK 4

चौथा सप्ताह

दिन 1

1. सभी बच्चे गोल दायरे में खड़े होंगे और योगा की गतिविधियाँ करेंगे।
2. अ बच्चों को हाव भाव तसवीर दिखाती है जिस में अलग अलग भाव बाने हैं। बच्चे एक एक कर के बताते हैं कि कौन सा भाव बना है। जो भाव तसवीर में हैं बच्चे उसे पहचान कर उसकी नकल करते हैं। अ फिर फ़्लैश कार्ड दिखा कर बातचीत करती है कि हमें खुशी कब होती है, गुस्सा कब आता है, रोना कब आता है।
3. अ 5 फ़्लैश कार्ड तैयार करती है जिसमे 1 से ले कर 5 संख्या तक चहरे बने हैं। बच्चे एक एक कर के उन चहरों को गिनते हैं। फिर अ बच्चों को किसी भी एक संख्या का कार्ड उठाने को कहती है, जैसे 3 चहरों वाला कार्ड उठाओ या 5 चहरों वाला कार्ड उठाओ।
4. अ बच्चो को एक सूरत की आउटलाइन देती है , बच्चे उसमे हँसता हुआ चेहरा बनाते है और रंग भरते है.

दिन 2

1. अ गते के एक तरफ रंगीन कागज़ चिपकती है और दूसरी तरफ सफ़ेद कागज़। जब अ रंगीन तरफ दिखाएगी तो बच्चे तेज़ तेज़ हँसेंग और सफ़ेद तरफ देखने पर एक दम चुप रहेंगे।
2. अ एक dice बनती है जिसमें 6 अलग अलग भाव के चित्र हर तरफ लगे होंगे। बच्चे dice फेंकेंगे और जिस भाव का चित्र आएगा बच्चे बताएंगे वह उस भाव को कब महसूस करते हैं।
3. अ बच्चों से चीज़ों के साथ गिनने की गतिविधि दोहराएगी। गिनती दोहराने के बाद अ बच्चों के सामने खूब सारे हंसते, रोते और उदास चेहरे रख देगी। बच्चे उन चेहरों को वर्गों में बाँटेंगे।
4. बच्चे अपनी पसंद का चित्र बनाते हैं, कब वह खुश होते हैं।

दिन 3

1. अ ज़मीन पर सीधी, टेढ़ी लकीर खेंचती हैं जिस पर बच्चे चलते हैं. फिर अ chalk से ज़मीन पर एक गोल बनती है. पहले बच्चे उसकी रेखा पर चलते हैं, फिर अ एक है जिसमे बच्चे अन्दर बोलने पर गोल के अन्दर कूदते हैं और बाहर बोलने पर गोल के बाहर कूदते हैं.
2. बच्चे एक कहानी सुनते हैं जिसमें अलग अलग भावों का इस्तेमाल किया हुआ है. उस कहानी का इस्तेमाल कर के अ भावों के बारे में बातचीत करती है. जब अलग अलग भाव काहानी में आते हैं तो अ बच्चों से पूछेगी कि उन्होंने यह भाव कब महसूस किया?
3. बच्चे एक वर्कशीट बनाते है जिसमे वो अलग अलग भाव के चित्रों में रंग भरते हैं- हँसते हुए चेहरे में हरा, दुखी चेहरे में पीला और गुस्से वाले चेहरे में लाल
4. अध्यापिका आंगनवाडी के बाहर या एक अलग कोने में पानी की एक बालटी और कुछ छोटे बर्तन रखेगी। बच्चे अपनी मर्ज़ी से पानी एक बर्तन से दुसरे बर्तन में डालेंगे।

दिन 4

1. अ क्लास में आने से पहले भावों पर आधारित कोई 4से 6 line की कविता बनाती है और फिर क्लास में बच्चे और अ मिलकर एक्शन के साथ वो कविता करते है.
2. बच्चे एक गोल दायरे में बैठेंगे और एक एक कर के बीच में आयेंगे। अ बच्चों को कहेगी की कमरे के बीच में एक इच्छाओं का कुआँ है. सभी बच्चे एक एक कर के बीच में आयेंगे और अपनी कोई भी एक इच्छा जाहिर करेंगे। फिर बच्चे गोल दायरे में बैठ कर अपनी मनपसंद चीज़ के बारे में अ से बातचीत करेंगे।
3. अ झाड़ू की तीली के 3 अलग अलग साएज़ के टुकड़े हर बच्चे को देती है और उन्हें बड़ी से छोटी तीली लगाने को कहेती हैं.
4. बच्चे गीली मिटटी से चेहरे बनाते हैं (हँसता हुआ और दुखी). पहले अ बच्चों को बच्चों को बनाकर दिखाती है फिर अ बच्चो की मदद करती है यह चेहरे बनाने में.

दिन 5

1. अ बच्चो को कुछ वाक्य बोलती है (जो उन्ही बच्चों के बारे में है) और बच्चे बताते हैं के वाक्य में किरदार महसूस कर रहा है. जैसे जब मोहसीन को अम्मी से डांट पड़ती है तो वो क्या करता है ? जब सना के अब्बू उसे गोद में उठाते हैं तो उसे कैसा लगता है . अ ऐसे ही वाक्य हर बच्चे के लिए बोलती है.
2. अ अलग अलग दरशाते चेहरों के कट आउट लाती है जैसे हँसता हुआ, दुखी, गुस्से में, हैरान, डरा हुआ . आ बच्चो को एक एक करके कट आउट दिखाती है और बात करती है। पूछती है के तुमने ऐसा कब महसूस किया।
3. बच्चे एक worksheet पूरी करते हैं जिसमें उन्हें अलग चित्र पर गोल लगाना है (odd one out) बच्चे चेहरों पर सकते हैं.
- 4.अ पपेट द्वारा एक कहानी सुनाती है जिसमे भावों पर जोर देती है. फिर अ पिछले दिन सुनाई हुई कविता को दोहराती है.

पांचवा सप्ताह

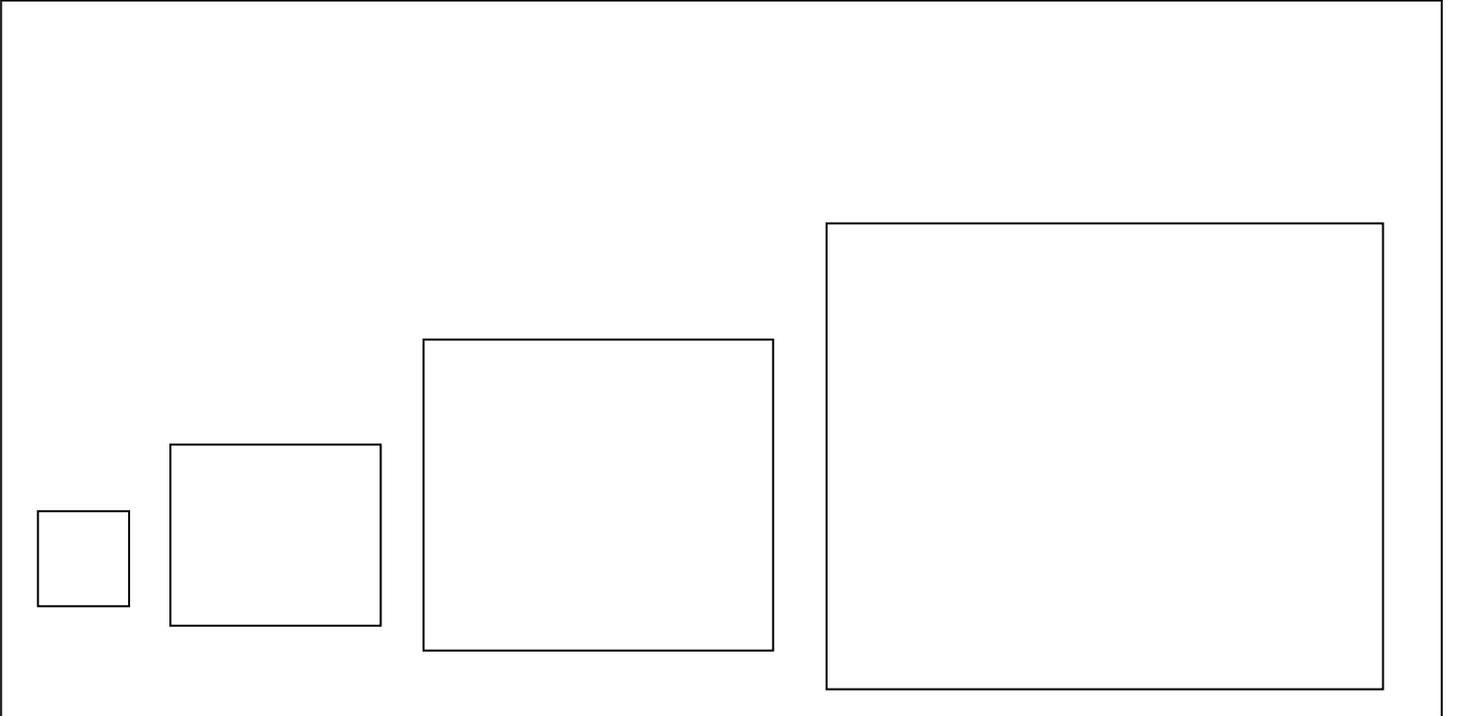
दिन 1

1. अ अलग actions करने को कहती है जैसे जोर से हँसना, फिर धीरे और फिर और धीरे और फिर बिना आवाज़ के , उसी तरह जोर की ताली बजाना, उछलना आदि. इसके बाद बच्चे योग के कुछ आसन करते हैं.

2. शीशा ओ शीशा

अ एक एक करके बच्चों को शीशा दिखाती है और बच्चे अलग अलग भावों को एक्ट करते हैं. जैसे हँसना, रोना, डराना गुस्सा होना, डरना आदि. सब बच्चे एक्ट करेंगे, जिसके आगे शीशा है वह शीशे में देख कर एक्ट करेगी।

3. अ बच्चों को तीन अलग अलग साइज़ के चौकोन देती है जो की लाल रंग के है. अ लाल रंग के बारे में बात करती हैं, दोहराती और बच्चों से लाल रंग की और चीज़ें पूछती है . फिर बच्चे देखते हैं के सबसे बड़ा चौकोन कौन सा है और उससे छोटा और सबसे छोटा। अ बच्चों को एक खाली शीट देती है जिसपर बच्चे छोटे से बड़े चौकोन चिपकाते हैं.



4. अ बच्चों को कहानी सुनाती है और फिर कहानी के एक दो किरदारों के बारे में बच्चों से बातचीत करती है (किरदार का नाम, वह क्या थे, क्या कर रहे थे).

दिन 2

1. अ और बच्चे "पाँच छोटे बच्चे" कविता एक्शन के साथ गाते हैं **(दो बार)**

पाँच बच्चे थे, वो बाघ में चलें
खेलते झूमते वो बाघ में चले
असलम की अम्मी ने उसको बुलाया
असलम तो भगा, फिर 4 बाकी थे

4 बच्चे थे, वो बाघ में चलें
खेलते झूमते वो बाघ में चले
बुशरा की अम्मी ने उसको बुलाया
बुशरा तो भागी, फिर 3 बाकी थे

(इस तरह कविता आगे बढ़ती है...)

अब्दुल्ला अकेला फिर बाघ में गया

खेलता झूमता वो बाघ में गया
अब्दुल्ला की अम्मी ने उसको बुलाया
अब तो कोई भी न पार्क में गया

2. अ बच्चों से उनके likes (जो उन्हें अच्छा लगता है) और dislikes (जो उन्हें लगता है) के बारे में बातचीत करती है . और फिर बच्चों से अलग चीज़ों के बारे में पूछती है जिसका जवाब बच्चे हाँ या नहीं देते हैं. जैसे " बच्चों बताओ सबको आइस क्रीम अची लगती है , सबको कीचड़ अच्छा लगता है, सबको पार्क में खेलना अच्छा लगता है आदि.

3. अ एक पेड़ के पांच फ्लाशकार्ड बनाती है . एक पेड़ पर एक आम है, दूसरे पर दो और ऐसे हो पांचवे फ्लाशकार्ड के पेड़ पर पाँच आम हैं. अ बच्चों को एक एक करके फ्लाशकार्ड दिखाती है और पूछती है के कितने आम है पेड़ पे. यह दो तीन बार करती है. फ्लाशकार्ड दिखाने का अनुक्रम भी बदलती है.

4. अ बच्चों को तीन अलग अलग साइज़ के आइस क्रीम के आकर में कटे हुए कागज़ देती है. अ सबसे बड़े कागज़ पे उससे छोटा कागज़ चिपकाती है फिर सबसे छोटा कागज़ चिपकाती है. आखिर में वह आइस क्रीम के पीछे डंडी लगाती है. बच्चे देखते हैं और फिर अ की मदद से अपनी आइस क्रीम बनाते हैं.

दिन 3

1. बच्चे अ साथ योग की गतिविधि करते हैं.

2. अ "पाँच छोटे बच्चे" कविता दोहराती है. फिर अ बच्चों को एक कहानी सुनाती है जिसमे भावों, पसंद और नापसंद की बात हुई है.

3. बच्चे एक worksheet पूरी करते हैं जिसमें उनको कुछ चीज़ें (1 से 3 तक) गिन कर लिखते हैं या अ को बताते हैं.

4. अ बच्चों के साथ ईद मुबारक का कार्ड बनती है जो बच्चे ईद से कुछ दिन पहले घर ले कर जायेंगे।

दिन 4

1. चलो, चलो, चलो, रुको!

अ बच्चों के साथ गोल दायरे में खड़ी होती है और जब तक चलो, चलो, बोलती है बच्चे तब तक चलते हैं. अ अचानक से रुको बोलेगी तो सब बच्चे रुक जायेंगे। (बाद में अ एक बाड़े से कागज़ पर रुको लिख सकती है . बच्चे चलेंगे, और जब अ "रुको" कार्ड दिखाती है तब बच्चे रुक जाएंगे।

2. अ एक 4-6 line की कविता लिखती है जिस में बच्चों की पसंद की बात की है. फिर अ बच्चों से बातचीत करेगी की उनको क्या पसंद है. (अ कोई भी एक चीज़ के बारे में बात कर सकती है जैसे खान या खिलोने आदि)

3. अ बच्चों को action cards दिखाती है जैसे की भागना, दौड़ना, खान, सोना आदि. बच्चे बताते हैं की उस action card में किस तरह की क्रिया हो रही है.

4. अ अलग अलग आवाज़ निकलने वाली चीज़ें ले कर जाती है और बच्चे अपनी पसंद से आवाज़ निकलते हैं.

दिन 5

1. अ बच्चों के साथ गोल दायरे में शारीरिक गतिविधियाँ करती है. फिर बच्चे एक सीधी लाइन में खड़े हो कर रेल गाडी बनाते हैं और आंगनवाडी का चक्कर लगाती है. अ बच्चों से पूछती है वो कहाँ रुकना चाहेंगे। जैसे, "बाज़ार", "पार्क", "नानी का घर" आदि .
2. अ एक कविता बच्चों को सुनाती है ("पांच छोटे बच्चे" या अ द्वारा लिखी गयी कविता). बच्चे फिर गोल दायरे में बैठते हैं और अ बच्चों से बातचीत करती है की वो क्या कर सकते हैं और क्या नहीं कर सकते। जैसे की हम भाग सकते हैं, खाना खा सकते हैं. पर हम बाज़ार अकेले नहीं जा सकते, खाना नहीं बना सकते आदि.
3. अ बच्चों को पीले रंग के चौकोन के साथ वो गतिविधि दोहराती है जो लाल चौकोन के साथ हुई थी.
4. बच्चे एक सफ़ेद कागज़ पर अपनी मर्ज़ी से सफ़ेद wax crayon से रंग भरेंगे। फिर अ dilute किया हुआ पीला रंग और flat brush बच्चों को देगी। बच्चे कागज़ पर brush से रंग फेरेंगे।

WEEK 6

छठा सप्ताह

अ एक पुराना चार्ट लेती है जिस के पीछे सब बच्चों के नाम बड़े बड़े अक्षरों में लिख देती है। फिर अ हर नाम के आगे उस हफ्ते में जितने दिन हैं उतने खाने बनती है, जैसे

बच्चे का नाम	दिन 1	दिन 2	दिन 3	दिन 4	दिन 5
समीर					
रुकसाना					
तय्यब					

जैसे जैसे बच्चे आंगनवाडी आते हैं, अ एक चार्ट जिस पर खुद से कोई sticker लगाने को कहती है। अगले हफ्ते अ फिर से ये गतिविधि दोहराती है

दिन 1

1 अ बच्चों के साथ यह rhyme गाती है और उसके actions करती है।

जल्दी जल्दी तुम उठ जाओ

बिस्तर को तो जीभ चिडाओ

दांत भी मांजो

और मुह तो धो लो

फटा फट नाहा के हम
जाने को वाड़ी तैयार
मम्मी नें तो दी आवाज़
नाश्ते को न करो नाराज़
रोटी खा कर फिर निकले
वाड़ी की ओर हम भागे

फिर बच्चे कुछ और शारीरिक गतिविधियाँ करते हैं जैसे की एक पैर पर कूदना, सर के ऊपर हाथ कर के ताली बजाना,

2 अ और बच्चे गोलधारे में बैठते हैं और अ बच्चों से पूछती हैं के उन्होंने सुबह उठकर क्या क्या किया, अभी क्या कर रहे हैं और घर जा के क्या करेंगे, फिर शाम को क्या करेंगे और रात को क्या करते हैं। अ यह कोशिश करती है के हर बच्चा कुछ न कुछ कहा है।

3 अ बच्चों के सामने कुछ सामान जैसे की बीड्स, पत्ते, ब्लॉक्स की ढेरी बनती है, बच्चे एक एक कर के बताते हैं कि किस ढेरी में कम वस्तुएं हैं और किस में ज्यादा

4 अ बच्चों को एक कहानी सुनती है puppet का इस्तेमाल कर के।

दिन 2

1 बच्चे एक खेल खेलते हैं जिस में जब अ ताली बजती है तो सभी बच्चे इधर उधर चलते हैं। ताली बजाते रोकते ही अ एक action कहेगी जैसे "दांत मांजो", "मुह धो", "हाथ धो", आदि। आखिर में अ सब बच्चो को कहेगी "सो जाओ" तो सब बच्चे सो जाएंगे। अ यह खेल एक बार फिर दोहराती है।

2 अ कुछ flash cards तैयार करती है जिसमे दिन दिनचर्या के चित्र बने हैं, जैसे सुबह उठाना, दांत मांजना, नहाना, खाना खाना, t.v देखना, आदि। अ इन cards का इस्तेमाल कर के बच्चों से बातचीत करती है। अ हर बच्चे से उसकी दिनचर्या क्या है।

3 one to one correspondence: अ कुछ कंकर अपने पास रखती है। अ एक कंकर सामने रखती है फिर एक बच्चा आ कर उतने कंकर उसके सामने रखता है। अ इस तरह सभी बच्चों को कंकर मिलाने को कहेगी। फिर बच्चे एक वर्कशीट पूरी हैं।

4 अ बोहत सारे रंग बिरंगे गोल और चोकोर काट के अपने पास रखती है। बच्चे अ की मदद से कोई भी पैटर्न बनाने की कोशिश करते हैं जो वो अखबार की एक लम्बी सी पट्टी पर चिपकाते हैं। पैटर्न बनाने के बाद अ उस पैटर्न पर पहिये बना कर रेल गाडी का रूप देती है।

दिन 3

1 बच्चे योग करते हैं, जिसके बाद पहले दिन की गयी rhyme को दोहराते हैं।

2 अ बच्चों से बातचीत करती है की आंगनवाडी में रोज़ क्या है, जब वो आते हैं तो क्या करते हैं, फिर क्या करते हैं, खान कब खाते हैं, घर कब वापिस जाते है।

3 अ दो गेंद और एक टोकरी ले कर जाती है। वो बच्चों को कुछ दूरी से बच्चों को गेंद को टोकरी के अन्दर डालने को कहती है। फिर उस गेंद को बहार निकलने को कहती है। इस तरह अ बच्चों से "अन्दर-बाहर" की बात करती है जैसे की घर के अन्दर क्या क्या होता है, और घर के बहार क्या होता है। फिर बच्चे एक वर्कशीट पूरी करते हैं जिस में दो तस्वीरें हैं, एक में बच्चा घर के अन्दर है और एक में बच्चा घर के बहार है। बच्चों को उस तस्वीर पर गोल लगाना है जिस में बच्चा घर के अन्दर है।

4 अ एक जानी पहचानी कहानी को चार हिस्सों में बांटती है और उसको चित्रों में बनाती है। फिर अ बच्चों को चित्रों के सहारे कहानी सुनाती है। कहानी सुनाने के बाद अ चारों चित्र बच्चों के सामने रखती है और पूछती है पहले क्या हुआ, उसके बाद क्या हुआ, आखिर में क्या हुआ।

दिन 4

1 अ ज़मीन पर एक बड़ा सा गोल बनाती है और बच्चों को कहती है उस गोले के अंदर या बाहर कूदने को। अ गेंद को टोकरी में डालने का खेल दोहराती है।

2 अ बच्चों से बातचीत करती है, सुबह अम्मी क्या करती है, अब्बू क्या करते हैं, भाई क्या करता है, बाजी क्या करती हैं। फिर अ एक rhyme बच्चों को करवाती है-

तुम खान खाते हो

हाँ जी हाँ जी हाँ जी हाँ

तो पकाते भी होगे

ना जी ना जी ना जी ना

खाने की हाँ और पकाने की ना

ऐसे कैसे चले जहाँ ?

तुम गन्दा करते हो

हाँ जी हाँ जी हाँ जी हाँ

तोह सफाई भी करते होगे

ना जी ना जी ना जी ना

गंदे की हाँ, सफाई की ना

ऐसे कैसे चले जहाँ ?

तुम कपडे पहनते हो

हाँ जी हाँ जी हाँ जी हाँ

कपडे धोते भी होंगे

ना जी ना जी ना जी ना

पहनने की हाँ और धोने की ना

ऐसे कैसे चले जहाँ

3 अ दो बच्चों को खड़ा है फिर पूछती है की दोनों में से लम्बा कौन और छोटा कौन। इस तरह अ हर बच्चे को आगे आने का मोका देती है। फिर अ दो अलग लंबाई की पेंसिल या टहनियां ले कर जाती है। बच्चे बताते हैं की कौनसी टहनी लम्बी है और कौनसी टहनी छोटी है।

4 अ बच्चों को एक कागज़ पर 1 बना कर देती है। बच्चे उस को उँगलियों और अंगूठे के निशान से बनते हैं।

दिन 5

1 बच्चे पहले दिन की गई rhyme दोहराते हैं। अ दस 1 foot X 1 foot की mats बना कर ले कर जाती है। वो इन mats को एक सीधी लाइन में लगाती हैं और बच्चों को उन पर चलने को कहती हैं। फिर मुश्किल बढ़ाने के लिए अ उन mats को कुछ दूरी पर रख देती हैं।

2 अ दिनचर्य flash cards को एक पोटली में दाल देती है जो वो बच्चों के बीच फेरती है। बच्चे एक एक कर के cards बहार निकलते है और बताते हैं की तसवीर में क्या दिखाई दे रहा है। फिर अ बच्चों को इन cards को क्रम में लगाने में मदद करती है।

3 अ एक बाड़ा सा board बनती है जिस में 9 खाने बने हुए हैं। हर खाने में अलग अलग गिनती की वस्तुएं बनी हैं जैसे 2 फूल, 3 पत्ते, 4 पेंसिल आदि। बच्चों को इस board पर one to one correspondence के आधार पर कंकर रखते हैं।

4 अ एक कागज़ पर 2 बनती है और बच्चे उसको सब्जियों के ब्लाक से सजाते हैं।

WEEK 7

दिन 1

1 अ बच्चों के साथ योग की गतिविधियाँ करती है। फिर बच्चे action rhyme से शुरुवात करेंगे जिसमे परिवार के सदस्यों के बारे में बात की हुई है। जैसे की "दादी माँ ने बोया दाना"

2 अध्यापिका बच्चों के साथ बातचीत करती है की उनके घर में कौन कौन रहता है? तुम अम्मी को क्या बुलाते हो? अब्बू को क्या बुलाते हो? तुम्हारे कितने भाई हैं, कितनी बहन हैं? क्या घर में कुछ ऐसे भी लोग हैं जो कभी कभी आते हैं? जैसे नाना, नानी, दादा, दादी?

3 बच्चे beads की अलग अलग ढेरियों में कम ज्यादा का अंतर बताएँगे। फिर बच्चे दो worksheet पूरी करेंगे। एक worksheet में कम चीज़ों वाले चित्र (जैसे की 4 फूल एक खाने में और 1 फूल एक खाने में) पर गोल लगायेंगे। दूसरी वर्कशीट में ज्यादा चीज़ों वाले चित्र पर गोल लगायेंगे (2 मछली और 5 मछली)

4 बच्चे अपनी मर्ज़ी से अपने परिवार का चित्र बनायेंगे। अ हर बच्चे से पूछती है की उन्होंने क्या बनाया है।

दिन 2

गतिविधि 1

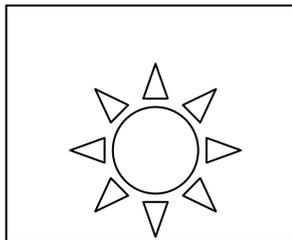
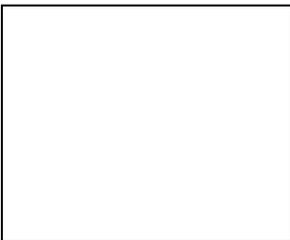
रस्सी पे कूदना - अ एक लम्बी रस्सी लाती है. अ और हेल्पर रस्सी को कोनो से पकड़ते है. रस्सी ज़मीन को छूती है और बच्चे एक एक करके उसपे टापते है. अ और हेल्पर रस्सी थोड़ी सी ऊपर करते हैं और बच्चे फिर एक एक करके टापते हैं। धीरे धीरे अ और हेल्पर रस्सी ऊपर करते रहते हैं जब तक जब रस्सी टाप सकते हैं।

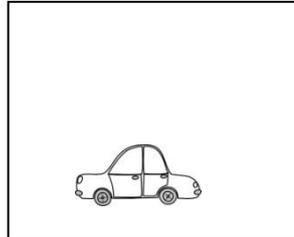
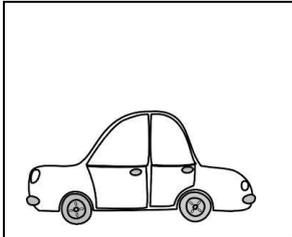
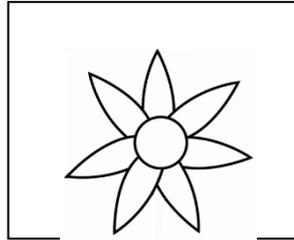
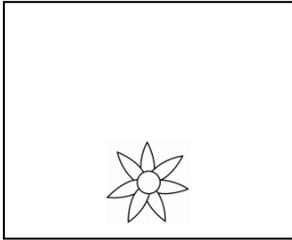
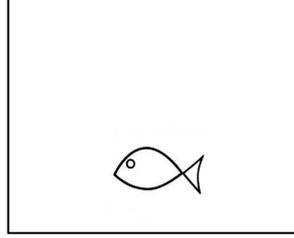
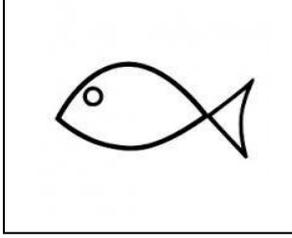
गतिविधि 2

अ और बच्चे परिवार के बारे में बात करते है. बच्चे बताते है के आमि घर में क्या क्या करती है, अब्बू क्या करते हैं, भाई? खान कौन पकाता है, आंगनवाडी कौन छोड़ने आता है? किसके साथ खेलते हो? और ऐसे ही कुछ और सवाल। अ बच्चों के साथ rhyme गाती है "मम्मी करती कितना काम"

गतिविधि 3

अ बच्चो के सामने एक बड़ी बॉल (अगर बॉल नहीं है तो कोई और चीज़) और एक छोटी बॉल रखती है. पहले वोह बच्चो से बड़े और छोटी चीज़ों के बारे में बात करती है जैसी चींटी छोटी होती है या बड़ी , हाथी बड़ा होता है या छोटी आदि. फिर एक एक करके बच्चो से पूछती है कौनसी बड़ी बॉल है और कौनसी छोटी। फिर एक और बॉल लाती है और बच्चो से उनका क्रम पूछती है।





गतिविधि 4

बच्चे और अ मिलकर फॅमिली पपेट्स बनाते हैं।

दिन 3

गतिविधि 1

बच्चे और अ गोल्धारे में खड़े होते हैं और एक दूसरे को बॉल पास करते हैं. फिर अ एक बड़ी सी रिंग या और कोई बड़ी टोकरी हाथ में पकडती है और एक एक करके बच्चे उस में बाल फैकते हैं

गतिविधि 2

अ और बच्चे परिवार के बारे में बात जारी रखते हैं. बच्चे अ को बताते हैं के उन्हें मम्मी की कौन सी बात अच्छी लगती है और कौनसी नहीं। फिर उसी तरह पापा,भाई, बेहेन और घर में कोई और है तो. अ फिर बच्चों को कुछ तसवीरें दिखाती है और पूछती है की उन तसवीरों में उन्हें क्या दिखाई दे रहा है।

गतिविधि 3

पिछले दिन की गतिविधि को ध्यान में रखते हुए अ अलग अलग साइज़ के स्क्वायर चिपकाने की एक्टिविटी दोहराती है. जिन बच्चो ने पिछले दिन की गतिविधि में दो बॉल साइज़ से लगायी थी, उन्हें दो स्क्वायर देती है और बाकी को तीन. ध्यान गिनती पर नहीं इस बात पर है के बच्चे बड़ा और छोटा समझते हैं.

गतिविधि 4

पिछले दिन बनाये गए फिंगर पपेट का प्रयोग करके अ बच्चों को एक कहानी सुनाती है.

दिन 4

गतिविधि 1

अ और बच्चे मिलकर योगा करते हैं.

गतिविधि 2

अ बच्चो को(और जरूरत पड़े तो उनकी अम्मी को) घर अपनी कोई चीज़ लाने को कहती है और बच्चे उसके बारे में बात करते हैं।

गतिविधि 3

अ बच्चो से सर्किल की बात करती है, चाँद कैसा है गोल, मम्मी की रोटी , फिर वो ज़मीन पर सर्किल बनाती है और बच्चे उसपे चलते हैं. फिर अ बच्चो को वर्कशीट देती है, बहुत छोटे बच्चो को पपेर में एक बड़ा सर्किल बना के और बड़े बच्चों को

गतिविधि 4

अ बच्चो को rhyme ' घोडा' करवाती है जो की एक कहानी की तरह है और एक्शन के साथ, खड़े हो कर .

अगर कहीं में घोडा होता

वह भी लम्बा चोड़ा होता

तुम्हें पीठ पर बैठा कर के

बहुत तेज़ में दौड़ा होता

दिन 5

गतिविधि 1

अ और बच्चों पहले धीरे ताली बजाते है फिर तेज़. फिर धीरे जम्प करते हैं और फिर तेज़। अ और बच्चे मिलकर एक्शन के साथ पोएम करते है "मम्मी की रोटी गोलगोल"

गतिविधि 2

अ बच्चो से उनके नानी घर की बात करती है। नानी घर में कौन कौन है. कब जाते हो, क्या करते हो? कब घर आते हैं नानी मामा ? क्या अच्छा लगता है नानी घर में और क्यों? अगर बच्चो के दादा दादी दूर रहते हैं तो उनकी भी बात करती है

गतिविधि 3

गोल ढूँढो

अ बच्चो के सामने अलग अलग शेष के ब्लॉकस रखती है और एक एक करके बच्चे उन में से गोल ढूँढते है. पहले अ केवल २ ब्लाक देती है (जैसे सर्किल और स्क्वायर) फिर और ज्यादा ब्लाक देती है. अ यह ध्यान रखती है के बच्चे कितने ब्लाक में से सर्किल ढूँढते हैं. फिर बच्चे वर्कशीट करते हैं। छोटे बच्चो के लिए एक पेज पर दो शेष ((जैसे सर्किल और स्क्वायर) और बड़े बच्चों के लिए तीन या चार शेष जिन में एक या दो सर्किल शेष है देती है.पहले पूछती है सर्किल कौन सा है. फिर लाल पेपर के सर्किल की कटाई देती है जिसका साइज़ वर्कशीट वाले सर्किल जैसा है. और बच्चे सर्किल कटाई वर्कशीट सर्किल में लगाते हैं। अ लाल रंग पर भी फोकस करती है। सर्किल चिपकाने में अ बच्चो की सहायता करती है.

गतिविधि 4

अ बच्चो को पार्क ले जाती है और उन्हें गोल धारे में गतिविधियाँ कराती है.